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ABSTRACT

This curriculum guide for infusing entrepreneurship education into the vocational education curriculum is organized in seven sections. The first two sections point out the need for awareness of entrepreneurship in vocational education and suggest some approaches to infusing entrepreneurship awareness. The third section of the guide, which makes up most of its content, describes eight models for infusing entrepreneurship awareness. Lesson plans--containing an objective, materials list, teacher behaviors, and student activities--are included for the models. The models are on the following topics: future entrepreneurs conference, entrepreneurship awareness on a tight schedule, brainstorming a business, orientation to entrepreneurship, entrepreneurship opportunity awareness, overview of entrepreneurship, open for business, and risks and rewards. Content notes, basic information needed for the models, is provided in the fourth section of the guide, followed by a section listing additional ideas for infusing entrepreneurship awareness. A listing of commercial materials for infusing entrepreneurship is followed by an annotated bibliography containing 25 references. (KC)

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ED 374 280

A Guide for Infusing

ENTREPRENEURSHIP AWARENESS

into Vocational Education

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Introduction

The National Entrepreneurship Education Consortium was formed in 1984 by the National Center for Research in Vocational Education and 19 states. Michigan joined the consortium in 1990, in response to the need to infuse entrepreneurship education across all areas of vocational education.

The Michigan Department of Education, recognizing the need to be aware of the many diverse programs and methods to educate potential and existing entrepreneurs, requested that Eastern Michigan University contact other states, survey vocational instructors in Michigan, and organize a cadre of vocational instructors to implement an infusion guide.

This project is undertaken in the belief that entrepreneurship has been the key to the success of the American private enterprise system and that entrepreneurship education is a necessary part of the long term economic development in Michigan. It is vital that students in vocational education programs understand the risks and rewards of entrepreneurship. Such an understanding will not only open entrepreneurship as a career possibility, but will result in more productive employees and better decision makers.

We also believe that the overall economy will benefit if more students recognize entrepreneurship as a career option. When students understand the complexities of starting and running a small business and are familiar with the resources that can be tapped for assistance, a greater number of solid small business start-ups will result. This will also lead to the successful development and introduction of new products and services, and possible job creation.

Entrepreneurship education can be included in the curriculum for students of all ages, but is especially important for vocational students to learn firsthand the importance of entrepreneurs. Entrepreneurial awareness should be included in the foundations of all vocational programs. This infusion guide will pay dividends because vocational teachers can take the ideas and methods outlined immediately into the classroom.

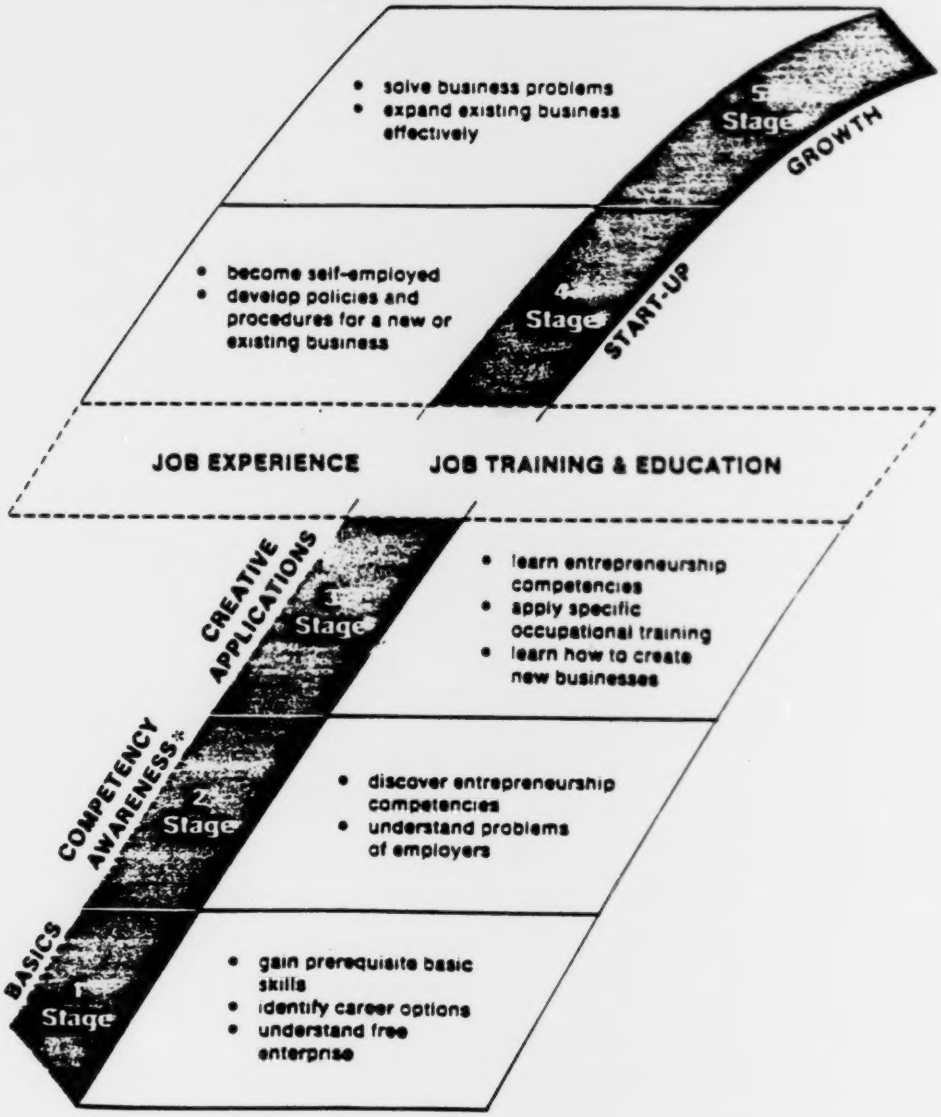
This guide will ease the problem of infusing more and more curriculum into less and less instructional time. As great as the demands on time are, we cannot afford to forget entrepreneurial education for our vocational students. Students must be aware of the risks and rewards of entrepreneurship, and the potential rewards of dedicated efforts, as they make career decisions and prepare themselves.

THE ROLE OF AWARENESS IN ENTREPRENEURSHIP EDUCATION

The Lifelong Learning Model for Entrepreneurship Education and the Plan for Delivering Entrepreneurship Education, described in this section, will assist users of the guide in identifying the place of awareness in the overall scheme of entrepreneurship education. By having an accurate perception of the role and goals of entrepreneurship awareness, vocational educators will be better equipped to make decisions regarding its infusion into their programs.

In the Lifelong Learning Model for Entrepreneurship Education (below), stages of development from basic free enterprise (or economic) understanding through the start-up and growth of a business are depicted along with outcomes of entrepreneurship education at each stage. This model, developed under the auspices of the National Entrepreneurship Education Consortium, is based on the concept that entrepreneurship education cannot be learned in one course or at one level of education, rather, it is a developmental process starting in kindergarten and continuing through college and beyond.

The purpose of the model's awareness stage* is to develop a realization of what entrepreneurship is, a sense of what is involved in becoming an entrepreneur, and a knowledge of entrepreneurial opportunities. Excitement about the idea of going into business for onself also grows out of this stage.



solve business problems
expand existing business effectively
5 Stage
GROWTH
become self-employed
develop policies and procedures for a new or existing business
4 Stage
START-UP
JOB EXPERIENCE
JOB TRAINING & EDUCATION
CREATIVE APPLICATIONS
3 Stage
learn entrepreneurship competencies
apply specific occupational training
learn how to create new businesses
COMPETENCY AWARENESS*
2 Stage
discover entrepreneurship competencies
understand problems of employers
BASICS
1 Stage
gain prerequisite basic skills
identify career options
understand free enterprise

LIFELONG LEARNING MODEL FOR ENTREPRENEURSHIP EDUCATION

As a continuation of the concept of lifelong learning for entrepreneurship education, the Plan for Delivering Entrepreneurship Education identifies appropriate delivery levels and formats for each stage. The plan is outlined below:

Stage	Level	Format
Basics	anywhere from kindergarten on up	integrates concepts
Awareness	secondary students learning career skills	units and activities infused into vocational and other programs
Application	advanced high school; 2/4 year colleges; or adult education	stand-alone courses, semester or year long
Start-up	post-secondary and adult	seminars; small business assistance programs
Growth	post-secondary and adult	seminars; small business assistance programs

Models and other materials in this guide are compiled specifically to assist vocational educators in the implementation of instruction for entrepreneurship at the awareness level. This level of familiarization does not prepare students to create a business venture. However, combined with their vocational training, it does play a vital role in the development of their entrepreneurial potential and their ability to recognize entrepreneurship as a career option.

The Lifelong Learning Model for Entrepreneurship Education is reprinted with permission from the National Entrepreneurship Education Consortium at the Center on Education and Training for Employment, Ohio State University, Columbus, Ohio.

SELECTING AN APPROACH TO INFUSING ENTREPRENEURSHIP AWARENESS

A major goal in the development of this guide was to provide vocational educators with options for infusing entrepreneurship awareness which would require minimal outside preparation. Accordingly, the guide includes ten model teaching units, a separate ideas section, and descriptions of readily available commercial materials for infusing entrepreneurship awareness.

Units and guidelines included in the Models for Infusing Entrepreneurship Awareness section were chosen, developed or adapted for their diversity and variety in length. Options range from a half-day conference to three-week units. To facilitate the review and selection process, an overview of each model is provided below:

Future Entrepreneurs Conference

This conference utilizes successful entrepreneurs and business resource people to increase the entrepreneurship awareness of high school students. It is based on a conference held annually by the University of Michigan-Dearborn for Detroit area high school students. The format is highly adaptable to bringing together all vocational students within a school or within a school system. Guidelines for organizing and implementing a conference are included.

Optimum time allotment for the conference is one-half day.

Entrepreneurship Awareness on a Tight Schedule

Contained in this section are lesson plans for three entrepreneurship awareness units, each of which can be carried out in less than a week. All three units have similar objectives and activities with a presentation by a panel of entrepreneurs as a common focal point.

The difference between the three units is their length. They are designed for completion in one, two, or three class sessions, respectively.

Brainstorming a Business

This unit allows students to use their creativity to gain an awareness and appreciation of entrepreneurship. Groups of students brainstorm the what, why, who, where, when, and how of creating a hypothetical business in their vocational area. The capstone activity of the unit includes a "mock-up" of their businesses and a competition for the capital needed to finance their venture.

The estimated time of completion for this unit is one week.

Orientation to Entrepreneurship

Awareness in this unit centers on what it takes to be an entrepreneur and, in a general sense, what is involved in the entrepreneurial process. Students gain insight into entrepreneurship through interviews, visualizations, and familiarization activities. Routes of entry into self-employment and opportunities for further preparation are also identified.

This awareness unit requires one to two weeks for completion.

Entrepreneurship Opportunity Awareness

The primary areas of emphasis in this unit are entrepreneurship as a career objective and entrepreneurial opportunities in the students' vocational area. Guest presentations and a shadowing experience will enable students to get a feel for entrepreneurship and explore opportunities in their field. Lessons in this unit can be adapted to any vocational specialization.

Between one and two weeks should be allowed for completion of the unit.

Overview of Entrepreneurship

The overview unit is designed to give students a taste of the many decisions an entrepreneur makes in the creation of a business. A capsulization of the entrepreneurial process is used as students form partnerships for a reference point in examining the importance of a marketing strategy, site selection, the business plan, and sources of financing. Opportunities for in-depth preparation for entrepreneurship are discussed.

Two weeks should be set aside for this unit.

Open for Business

This unit creates awareness of entrepreneurship through an introduction to the entrepreneurial process. It is based on the Open for Business video series by Maryland InTec available through the McGraw-Hill Book Company. The series includes six lessons along with a student manual containing preview and review activities. A teacher's manual with a key to activities is also available.

Lessons in this guide are designed to incorporate the Open for Business materials into a three-week unit. They may, however, be scaled back to two weeks by eliminating selected lessons.

Risks & Rewards

The Risks & Rewards unit is built around materials of the same name which are available through EMC Publishing. Risks and Rewards encourages students: (1) to discover their potential for entrepreneurship; (2) to explore possible business opportunities, and (3) to begin preparation for entrepreneurship if it is a realistic option. The student text-workbook forms the content of each lesson plan and the Teacher's Resource Guide contributes selected profiles, handouts, transparencies, and activities to reinforce the concepts.

The estimated time for completion of the unit is two to three weeks.

Detailed directions and/or lesson plans for each of these models are available in the following section. In that section models appear in the same order as the overviews.

In the Additional Ideas for Infusing Entrepreneurship section, ideas are offered which can be used independently to bring about entrepreneurship awareness as well as ideas which can be used to supplement the model units. Some ideas can also be substituted for activities in the units.

Commercial packages for teaching entrepreneurship awareness are described in the Commercial Materials for Infusing Entrepreneurship Awareness segment along with materials which can support entrepreneurship awareness instruction. Cost and ordering information is furnished with the descriptions.

Other ideas for infusing entrepreneurship awareness can be found in the Selected Bibliography. This annotated bibliography is limited to readings specifically related to the awareness level of entrepreneurship.

When preparing to infuse entrepreneurship awareness, vocational educators can select one approach which best fits their circumstances. Or they can select a combination of approaches.

MODELS FOR INFUSING ENTREPRENEURSHIP AWARENESS

Ten models for infusing entrepreneurship awareness are detailed out in this section. One of the models is for an in-school or in-system conference, nine are instructional units to be carried out in regular class sessions. The models are arranged in the following sequence:

- Future Entrepreneurs Conference
- Entrepreneurship Awareness on a Tight Schedule
  - One Session Awareness
  - Two Session Awareness
  - Three Session Awareness
- Brainstorming a Business
- Orientation to Entrepreneurship
- Entrepreneurship Opportunity Awareness
- Overview of Entrepreneurship
- Open for Business
- Risks and Rewards

General descriptions and time frames for each of these models are provided in the previous section, Selecting An Approach to Infusing Entrepreneurship Awareness.

Directions for the conference and lesson plans for seven of the units are complete and essentially self-contained. Lesson plans for the two remaining units are also complete, however, each is based on one of the two widely used commercial packages for teaching entrepreneurship awareness and, thus, require the materials to implement.

Lesson plans are formatted to include an objective, materials, teacher behavior, and student activities. The teacher behaviors and student activities within each lesson are arranged in alternating sequence.

Content which is basic to the awareness level and is needed in multiple units is located in the Content Notes portion of this guide. Content Notes immediately follows this section.

Worksheets, handouts, and specialized content are required for completion of some lessons. These supplements can be found at the end of the unit in which they are referenced.

Time considerations are another variable in planning for implementation of the lesson plans. Lesson plans, in this guide, are based on topics rather than time. Some lessons may be shorter than one session, others may be multiple sessions in length.

Additional notes are included for clarification and direction at the beginning and/or within each model.

FUTURE ENTREPRENEURS' CONFERENCE

FUTURE ENTREPRENEURS CONFERENCE

The following guidelines for organizing a half-day entrepreneurship awareness conference are framed in terms of answers to questions which vocational educators would have to address when putting on this type of a conference. The guidelines are designed for a conference of 100-200 attendees.

What kinds of entrepreneurs/presenters would be most effective?

Two types of speakers would be appropriate for this type of conference: professionals with expertise in some business area and entrepreneurs. The professionals may be bankers, lawyers, accountants and people from the State Department of Commerce or the U.S. Small Business Administration. These experts could talk about the various aspects of starting and operating a business.

The entrepreneurs could talk about their own experiences. It would be helpful if the entrepreneurs owned small businesses that the students can relate to. Inviting young entrepreneurs or well-known entrepreneurs could also motivate the students.

How do I find speakers?

Speakers may be identified from a number of sources. Names of speakers may be obtained from organizations like the Michigan Technology Council in Ann Arbor, the Greater Detroit Chamber of Commerce, or local Chambers of Commerce. Names of entrepreneurs may also be obtained from Crain's Detroit Business, local newspapers, or from individuals who deal with entrepreneurs.

What physical facilities do I need?

A relatively small entrepreneurship conference of this type would require a room that could accommodate 100 to 200 people, three to five smaller rooms for possible break-out sessions, and a place for serving lunch if lunch is to be provided.

What arrangements have to be made?

The meeting rooms have to be reserved, speakers have to be found, and conference participants have to be invited. Also, arrangements for refreshments in the morning and at break time and lunch at the end of the conference have to be made. It may also be a good idea to have a video camera crew take video pictures of the speakers.

What should the program look like?

The format of the program should be as follows:

Welcome
Presentations by professionals
Break
Presentations by entrepreneurs
Lunch (if lunch is served)

The presentations should be limited to 10 minutes with a few more minutes for questions. A sample program can be found in the supplement section at the end of these guidelines (see FE-1).

What should be the size of a session?

The conference could consist of a general session that includes all conference participants and break-out sessions for smaller groups. The general aspects of starting and operating a business may be covered in a general session in the first half of the conference. Then the students may be broken down into groups of about twenty with two entrepreneurs to talk to each group. The smaller size may facilitate greater interaction between the speakers and the students.

Alternatively, the students may be broken into two groups in the second half and the speakers may be asked to speak twice, once in front of each group.

How do I go about asking local businesses to finance the conference?

Local businesses may be asked to co-sponsor (finance) the conference through existing contacts. If there are no existing contacts, you may contact the community relations department or the urban affairs department of the company and find out who you should talk to.

The contributions that may be requested will depend on the estimated costs of the conference and the number of co-sponsors. Given these considerations, contributions of $250 to $1,000 may be reasonable.

With a half-day conference, should I serve lunch?

Whether lunch is served or not depends on the availability of funds and space.

FE-1

PROGRAM

8:00 - 9:00 a.m.: **Registration**

9:00 - 9:05 a.m.: **Welcome**
Robert Minter, Ph.D., Dean, School of Management, U of M-Dearborn

9:05 - 9:10 a.m.: **Introductions**
Arefaine G. Yohannes, Ph.D., Associate Professor and
Coordinator of Future Entrepreneurs Conference

9:10 - 9:25 a.m.: **What is Required to Start a Business - Business Plans**
Delbert Gray, Ph.D., Director of Minority Business Enterprise
Michigan Dept. of Commerce

9:25 - 9:40 a.m.: **Legal Aspects of Starting a Business**, *Ed Johnson*, Attorney, Reynolds, Beeby, Magnuson and Kenny, P.C.

9:40 - 9:55 a.m.: **Where do You Get the Money to Start a Business**
Walter Watkins, Vice President, National Bank of Detroit

9:55 - 10:10 a.m.: **Accounting for a New Business**
Joe Harris, Project Director, Detroit Minority Business Development Center

10:10 - 10:20 a.m.: **Discussion**

10:20 - 10:35 a.m.: **BREAK**

10:35 - 12:00 noon: **Presentations by Entrepreneurs**

Group A:

1. *Mike Adray*, President, Adray Appliances
2. *Herbert Amster*, Chairman of the Board, Irwin Magnetics
3. *Mary Boomus*, Vice President, Arbor Technologies

Group B:

1. *Jim Fischbach*, CEO, Intrepid Management Group
2. *Charles Gelman*, President, Gelman Sciences, Inc.

Group C:

1. *George Hill*, President, Diversified Chemical Technology
2. *Jeffrey Katke*, President, Katke Co.
3. *Bill Madias*, President, Nave Co.

Group D:

1. *Carmen Munoz*, President, Munoz Machine Products
2. *Alan Teitel*, President, Teitel Brokerage Inc.

Group E:

1. *Robert Vincent*, Ph.D., President, GeoSpectra Corporation
2. *Gary White*, President, Jones Transfer Trucking

12:15 - 1:30 p.m.: **LUNCH** (at the ROC)

ENTREPRENEURSHIP AWARENESS ON A TIGHT SCHEDULE

ENTREPRENEURSHIP AWARENESS ON A TIGHT SCHEDULE

ONE SESSION AWARENESS

Note: 1. Prior to Lesson Plan #1, arrangements should be made with a panel of entrepreneurs to come in and share their experiences with the students. So that the students can relate to them, the panel should be made up of, or at least include, younger individuals. A mix in sex, race, and type of business within the vocational area should also be sought. Four is a good number to invite. Panelists should be provided with a set of guidelines for their presentation (See Guidelines for Panelists (TS-1) following Three Session Awareness).

2. The announcement and assignment in Part A of Lesson Plan #1 should be made at the end of the previous session.

LESSON PLAN #1: Entrepreneurship--Personal Considerations and Processes

Objective: The student will be able to recognize the personal considerations and processes involved in establishing a business venture.

Materials: Name cards for panelists.

Teacher Behavior/Student Activity

Part A: Preparing for the Panel

Explain: One of the options that you have in (vocational area) is to go into business for yourself. During the next session, a panel of individuals who have chosen that option are going to come in and tell us about their background and about what was involved in creating their own business. After they have made their presentations, you will have an opportunity to ask them questions.

Instruct: Between now and the next session, write down a list of questions which will help you better understand what makes them tick, why they went into business for themselves, the process they had to go through to establish their business, etc.

Students develop questions outside of class.

Part B: Panel Presentation

Explain: We have invited this panel of entrepreneurs to come in and share their experiences with us so we will have a better idea of what's involved in going into business for ourselves.

Each of them will take 5-10 minutes to tell us about their background and their experiences. (Note: They will often take longer than the 5-10 minutes).

Then, they will answer any questions you have.

Our panelists are: (1) name, name of business; (2) name, name of business; (3) name, name of business; (4) name, name of business

We'll begin with (left to right).

Panelists present.

Students ask questions.

Note: It may be necessary for the instructor to ask a couple of lead off questions (prepared prior to or during the presentations) in order to get the question/answer process rolling. (See Supplemental Questions for Panel (TS-2) following Three Session Awareness).

Panelists respond.

Thank panelists.

Conclude: Our panel has given us some insight into the make-up of the entrepreneur, the advantages and disadvantages of being an entrepreneur, and an idea of what's involved in creating a business.

Going into business for ourselves is an option that all of us in (vocational area) have. If we begin to think in those terms, we'll also begin to recognize the opportunities and begin to develop an entrepreneurial mind set.

ENTREPRENEURSHIP AWARENESS ON A TIGHT SCHEDULE

TWO SESSION AWARENESS

Note: 1. Prior to Lesson Plan #1, arrangements should be made with a panel of entrepreneurs to come in and share their experiences with the students. So that the students can relate to them, the panel should be made up of, or at least include, younger individuals. A mix in sex, race, and type of business within the vocational area should also be sought. Four is a good number to invite. Panelists should be provided with a set of guidelines for their presentation (See Guidelines for Panelists (TS-1) following Three Session Awareness).

2. The announcement and assignment in Part A of Lesson Plan #1 should be made at the end of the previous session.

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Objective: The student will be able to recognize the personal considerations and processes involved in establishing a business venture.

Materials: Name cards for panelists.

Teacher Behavior/Student Activity

Part A: Preparing for the Panel

Explain: One of the options that you have in (vocational area) is to go into business for yourself. During the next session, a panel of individuals who have chosen that option are going to come in and tell us about their background and about what was involved in creating their own business. After they have made their presentations, you will have an opportunity to ask them questions.

Instruct: Between now and the next session, write down a list of questions which will help you better understand what makes them tick, why they went into business for themselves, the process they had to go through to establish their business, etc.

Students develop questions outside of class.

Part B: Panel Presentation

Explain: We have invited this panel of entrepreneurs to come in and share their experiences with us so we will have a better idea of what's involved in going into business for ourselves.

Each of them will take 5-10 minutes to tell us about their background and their experiences. (Note: They will often take longer than the 5-10 minutes).

Then, they will answer any questions you have.

Our panelists are: (1) name, name of business; (2) name, name of business; (3) name, name of business; (4) name, name of business

We'll begin with (left to right).

Panelists present.

Students ask questions.

Note: It may be necessary for the instructor to ask a couple of lead off questions (prepared prior to or during the presentations) in order to get the question/answer process rolling. (See Supplemental Questions for Panel (TS-2) following Three Session Awareness).

Panelists respond.

Thank panelists.

LESSON PLAN #2. Is It For Me?

Objective: The student will be able to examine their current feelings about entrepreneurship as a career objective.

Materials: Student Questionnaire #2.

Teacher Behavior/Student Activity

Review, from the panel presentation: The general process involved in creating a business, entrepreneurial characteristics, and advantages and disadvantages which emerged (see Content Notes section).

Explain: Now that we've reviewed some of the concepts, let's look at how you feel about the presentation and entrepreneurship.

Handout Student Questionnaire #2. (See Student Questionnaire #2: Panel Followup (TS-3) following Three Session Awareness).

Instruct students to respond to questions in writing with a brief explanation of each.

Students complete questionnaires.

Ask for a sampling of student reactions on each question, expand the request for reaction to all students beginning with Question #4.

Students give reaction and discuss.

Coordinate inputs and discussion.

Note: Questions in Student Questionnaire #2 could be posed to students without having them first respond in writing. However, writing out their responses enables them to think through their reactions before verbalizing them.

Review: The purpose of these two sessions was to make you aware of entrepreneurship as a career option. Nearly everybody has the urge at some time in their life to go into business for themselves. If you think of it as a career option, you'll also be looking for--and, thus, more likely to find--the opportunities.

ENTREPRENEURSHIP AWARENESS ON A TIGHT SCHEDULE

THREE SESSION AWARENESS

LESSON PLAN #1: Entrepreneurship Awareness Concepts

Objective: The student will be able to list basic entrepreneurship awareness concepts.

Materials: Group assignment slips, chalkboard and chalk, Student Questionnaire #1 (Questions 1-5).

Teacher Behavior/Student Activity

Explain: I want to tell you about a recent graduate of our (vocational area) program who needs some advice from us.

Read situation: While Pat was here at (school name) high school, she did a solid job in the (vocational area) class and lab, had excellent ratings from her co-op training sponsor, and was active in the vocational student organization. She was strongly committed to becoming a (use a popular occupation in the field). As she neared the end of her program, however, the idea of going into business for herself kept popping into her mind. Since her graduation, that idea has become even more appealing. The problem is that she is uncertain about a lot of things such as the type of business to go into, whether or not she has what it takes to become an entrepreneur, and what the advantages and disadvantages are. I told her you would help her sort it all out.

Note: 1. Details should be modified to fit the vocational program area.
2. Clarify at the end of the lesson that the story was put together to assist them in learning basic entrepreneurship awareness concepts.

Explain: We will tackle her concerns in three (or six) groups. Each group (or two groups) will have a different concern.

Assign students to groups.

Students move into groups.

Review situation.

Hand out concerns slips to groups according to following schedule:

Groups		Assigned Concern
1 and 4	A.	What kinds of businesses might she go into given her background? (Types of businesses in the vocational area).
2 and 5	B.	What characteristics would she need to succeed as an entrepreneur?
3 and 6	C.	What would be the advantages and disadvantages of going into business for herself?

Instruct groups to generate options for their assigned concern. Clarify assignment to each group.

Groups list options.

Call time.

Optional step: Combine groups with the same assignment to make a composite list.

Request groups 1 (and 4) report on Concern A.

Group spokesperson report.

Record on board. (Allow space for organized recording of responses to all three concerns.)

Students from other groups add to the list and/or raise questions.

Lead discussion, clarify, and, if necessary supplement list (see Content Notes section).

REPEAT PROCESS FOR CONCERN B AND CONCERN C.

Make generalizations for each concern (e.g. we should tell Pat that the kinds of businesses in our vocational area she might consider are . . .).

Note: Hand out Questions 1-5 from the Student Questionnaire #1 (See Student Questionnaire #1. Farmiliarization and Views (TS-4) following this unit). Assign students to review the questions and discuss them with other family members. (The students may not have first-hand knowledge of relative/entrepreneurs or the circumstances surrounding their start ups.)

Note: 1. Prior to Lesson Plan #2, arrangements should be made with a panel of entrepreneurs to come in and share their experiences with the students. If possible, local young entrepreneurs should be included on the panel. The entrepreneurs should be provided with a set of guidelines for their presentation (See Guidelines for Panelists (TS-1) following this unit). Four is a good number to invite.

2. Part A of Lesson Plan #2 should be completed at the end of the preceding session. If time is not available at the end of that session, assign students to complete the activity at home.

LESSON PLAN #2: Personal Considerations and Processes

Objective: The student will be able to recognize the personal considerations and processes involved in establishing a business venture.

Materials: Name cards for panelists.

Teacher Behavior/Student Activity

Part A: Preparing for the Panel

Explain: A panel of entrepreneurs will be coming in during the next session. They will tell us about their background and about what was involved in going into business for themselves. After their presentation, you will have an opportunity to ask questions.

Instruct: In your notebooks, write a list of questions which would help you better understand what makes them tick, why they went into business for themselves, the process they had to go through, etc.

Students develop questions.

Part B: Panel Presentation

Explain: We have invited this panel of entrepreneurs to come in and share their experiences with us so we will have a better idea of what's involved in going into business for ourselves.

Each of them will take 5-10 minutes to tell us about their background and their experiences. (Note: They will often take longer than the 5-10 minutes.)

Then, they will answer any questions you have.

Our panelists are: (1. name, name of business; 2. name, name of business; 3. name, name of business; 4. name, name of business) .

We'll begin with (left to right) .

Panelists present.

Students ask questions.

Note: It may be necessary for the instructor to ask a few lead off questions or questions to round out the presentation. (See Supplemental Questions for Panel (TS-2) following this unit).

Panelists respond.

Thank panelists.

LESSON PLAN #3: Is It For Me?

Objective: The student will be able to examine their current feelings regarding entrepreneurship as a career objective.

Materials: Student Questionnaire #1.

Teacher Behavior/Student Activity

Review, from the panel presentation: (1) a general overview of the process involved in creating a business (don't get specific or try to lay out guidelines--just a rough idea from the comments of the entrepreneurs); (2) relate characteristics and advantages and disadvantages which were discussed or became apparent with those identified in Lesson Plan #1.

Explain: Now that you have an idea of what entrepreneurship is about, we need to take a look at how you feel about it.

Hand out Student Questionnaires. (See Student Questionnaire #1 (TS-4) following this unit).

Instruct students to complete.

Students complete questionnaire.

Explain: We will focus our discussion on item #6.

Ask: How do you feel about going into business for yourself?

Students respond (volunteers first then rotate through other students).

Coordinate inputs and discussion.

After all students have had an opportunity to respond, conclude: If going into business for yourself is not a top priority with you now, keep an open mind--nearly everybody gets the idea and/or opportunity at least once in their life. Keep your options open.

If you're excited about the idea, don't stop here. Begin to prepare yourself and look for opportunities. In a few years, you may be one of the young entrepreneurs coming in to address our class as a panelist.

GUIDELINES FOR PANELISTS

Each panelist will be given 5-10 minutes for their presentation. In that presentation, we would especially like for you to cover:

- The type of business you are operating.
- What influenced you to start up a business.
- How did you acquire your entrepreneurial spirit.
- How did you learn your entrepreneurial skills.
- What do you like best about owning your own business.
- What advice would you give people who are preparing to go into business for themselves.

After all panelists have made their presentations, we will open the floor for student questions.

SUPPLEMENTAL QUESTIONS FOR PANEL

1. What products or services do you provide?
2. How many people work for your business?
3. How much training or education do you have to have for creating a business in your field?
4. What interested you in this kind of business?
5. What classes should be taken in high school for preparation for entrepreneurship?
6. How difficult was your start in this business?
7. What is the current demand for this kind of business?
8. Did you have to take a state board or licensing to practice this business?
9. What was the hardest part of this business to start?
10. What do you like best about this business?
11. What assistance did you get when you were starting the business?
12. What kinds of problems are common in this business?
13. Do you regret your decision to start this business?
14. Would you go into business for yourself if you had to do it all over again?

STUDENT QUESTIONNAIRE #2

Panel Follow Up

1. What did you like the most about this presentation?
2. What did you like least?
3. What was the most important thing that you learned?
4. Would you feel comfortable starting your own business?
5. What scares you the most about starting a business for yourself?
6. Would you want to be your own boss?
7. Did you change your mind about starting a business of your own after listening to the panel?
8. Would you recommend starting a business to your best friend?
9. Would you go into business by yourself or with others?
10. What benefits of running a business do you see for yourself?

STUDENT QUESTIONNAIRE #1

Familiarization and Views

1. Do you have anyone in your family who started a business?

   Yes No

2. Was this person
   father
   mother
   sister
   brother
   grandmother
   grandfather
   uncle
   aunt
   cousin
   self
   other

3. Where did the idea for this business come from?
   invention
   hobby
   saw a need
   fluke
   from the media (tv/radio/newspaper)
   from another person
   from a book
   other

4. How did the person get the money (capital) to start the business?
   other family member
   bank
   friends
   already had the money
   other

5. How did you feel when this individual started the business?
   thought they were crazy
   thought it was a good idea
   wanted to help with the business
   no feelings one way or the other
   other

6. Could you see yourself doing a venture like this?
no way
yes
already have
other

7. What scares you the most about starting a business of your own?
getting the money
having the responsibility
can't manage money
can't manage people
don't know how to start
other

8. What do you think is the most rewarding aspect of starting a business of your own?
being your own boss
showing others that you can do this
proving to yourself that you can do this
working with people
working with machines
other

9. Where do you think that you could go to get help if you wanted to start a business?
chamber of commerce
better business bureau
library
friends
family
other

10. How old do you think you need to be to start a business?
over 30
over 50
any age
other

BRAINSTORMING A BUSINESS

BRAINSTORMING A BUSINESS

LESSON PLAN #1: Entrepreneurial Opportunities

Objective: The student will be able to recognize entrepreneurial opportunities in his or her vocational area.

Materials: Trade publications, telephone books (yellow pages), Worksheet: Identification of Potential.

Teacher Behavior/Student Activity

Ask: How many companies do you think there are in __(vocational area)__ in the country?

Students respond. (Anticipate a variety of answers in high numbers.)

Conclude: I don't know if we could pinpoint it exactly, but whatever the number, it represents a lot of opportunities which somebody has taken advantage of.

Explain: To get an idea of what kind of potential there is for new businesses and the different types of businesses those opportunities would be in, I'm going to ask you to complete an activity.

Explain: The activity will involve reviewing trade publications and other materials to identify businesses in our field and the products and services they provide.

Hand out Worksheet: Identification of Potential. (See Worksheet BB-1 at the end of this unit).

Instruct: For each business you find:

1. List the business and the product(s) or service(s) in the designated column.
2. In the "Potential" column, rate the potential for others to compete with that business. Use a rating scale of 1 (the market is saturated with that kind of business) to 5 (there is a lot of opportunity for new businesses in that market niche).
3. In the "Comments" section, give a brief explanation for your rating and make any additional comments on your view of the potential in that kind of business.

Hand out trade publications (one or two per student).

Students review publications and make entries on worksheet.

As individual students complete their review of trade publications, hand out telephone books. Instruct them to follow the same process for local businesses in the field.

Students complete review and entry process.

Ask students to indicate those areas they identified as having high potential for new ventures and to give their reasoning.

Students report.

Coordinate inputs. Note: Do not offer additional inputs or criticize their ratings. The intent of the activity is to encourage them to look for opportunities.

Conclude: There is a lot of potential for new businesses out there. In addition to the ones you identified, there is a lot of potential for spin-off businesses, support businesses, and businesses to provide products and services, in our area, that aren't even on the market yet.

LESSON PLAN #2: Make-up of the Entrepreneur

Objective: The student will be able to identify characteristics of the entrepreneur which contribute to the entrepreneurial spirit.

Materials: Entrepreneur definition transparency, chalkboard and chalk.

Teacher Behavior/Student Activity

Explain: People who create and operate the kinds of companies we identified in the last session, and people who will take advantage of the opportunities we identified, are entrepreneurs.

Display entrepreneur definition transparency and explain: By definition an entrepreneur is: (see Content Notes section).

Explain: Going beyond the definition, there are some characteristics which set the entrepreneur apart from others.

Instruct: In your notes, list all of the things you can think of which you believe would describe the successful entrepreneur.

Students list descriptors.

Instruct: Rank order descriptors in terms of those characteristics which are most critical to the success of the entrepreneur.

Students rank order.

Ask students to share their descriptors in order of rank.

Students report.

Record characteristics on chalkboard. As students provide inputs, sort out and eliminate those things that are perceived life-style rather than characteristics, clear up misconceptions, and, if necessary supplement list (see Content Notes section).

Clarify: Although instructions specified successful, not all entrepreneurs are successful. And many times they are not successful in their first effort(s), but they keep coming back. Review perseverance characteristic.

Explain: All of us have these characteristics in some degree and we can develop them.

Note: Lesson Plan #3 contains two major student activities. So that sufficient time is allowed for each, separate sessions might be planned.

LESSON PLAN #3: Brainstorming a Business

Objective: The student will be able to describe the basic considerations in planning and creating a business.

Materials: Posterboard, markers, construction paper, tape, glue, scissors, rulers and corrugated cardboard, aspects of going into business transparency (What?, Why?, etc.).

Teacher Behavior/Student Activity

Review: One of the characteristics of the entrepreneur which you identified was that he or she is creative. We are going to ask you to use your creativity in planning and setting up a business.

Note: In setting up and making the assignment, the emphasis should be on creativity and involvement. The purpose of the assignment is to get students excited about the idea of going into business for themselves.

Explain: In assigned groups, you will be asked to come up with a unique approach to going into a (vocational area) or related (supplier, support, etc.) business.

Groups will be competing against each other for funding.

Instruct: Brainstorm all options related to the following aspects of going into the business:

WHAT?	What business are you in?
WHY?	Why would people buy from you instead of competitors? (Why is your business unique?)
WHO?	Who would be your targeted customers?
WHERE?	Where would be the best place to locate your business? Are you going after local markets or national markets?
WHEN?	When would you open? When would you be open (hours, days)?
HOW?	How will you go about getting it started? What would you have to do?

Emphasize: Don't come to any decisions until after you have thoroughly brainstormed all of the possibilities on all aspects. During the brainstorming process, don't criticize or reject any ideas. Get all of the possibilities down on paper.

Instruct: After you have brainstormed all of the options for each aspect, combine and modify your ideas into a plan for your business. Write up a brief summary of your plan. Include your final decisions in all of the aspects you brainstormed and a (brief) explanation regarding why you decided as you did. Attach your brainstorming notes to your plan.

Note: Don't refer to the plan as a "business plan" and don't have the groups put it in any kind of a "business plan" format. It should be treated simply as a way of conveying what the groups have in mind.

Assign students to groups.

Groups brainstorm their businesses.

Note: The next activity in the lesson may require all, or the major part of, a separate session.

Explain: The next step is to make a mock-up--a model--of your physical facility and setting.

Instruct: Mock-ups should be three dimensional and should be constructed so that layout, equipment, fixtures, traffic flow, and other interior elements can be seen by removing the roof. The exterior should include an attractive front with appropriate signage (you may want to design an eye-catching logo), delivery equipment, parking, etc. It may also be desirable for your type of business to extend the exterior layout to streets in order to indicate location and accessibility. Or, you may wish to have a second model which depicts the whole community (major streets, highways, etc.) and your location in the community.

Note:
1. Although it is desirable that students include as much detail as possible within the time available, they should not get hung up in exact specifications or minute detail.
2. Assignment details and emphasis will differ with the vocational area.

Explain:
1. You will have posterboard, markers, construction paper, glue, scissors, rulers, and corrugated cardboard to work with; however, you can use any other materials or resources that are available to get the job done.
2. Models will be built and displayed at your group table.

Note: If tables are not available, arrangements will need to be made for work and display surfaces.

Provide groups with materials.

Groups design and construct mock-up of their businesses and immediate environment (and community, if they choose).

Monitor groups and provide suggestions where appropriate. Check for consistency between group plans and mock-ups.

LESSON PLAN #4: Costs of Going Into Business

Objective: The student will be able to identify cost factors in establishing a business venture.

Materials: Worksheet 1: Start Up Costs; Worksheet 2: Operating Costs

Teacher Behavior/Student Activity

Instruct: Now that you have your businesses planned out and mock-ups developed, I would like for you to back up and identify the expenses that would be associated with setting up the business. Refer to both your plans and mock-ups to identify expense items.

Students move into groups.

Hand out Worksheet #1: Start Up Costs (See Worksheet BB-2 at the end of this unit).

Groups identify start up expense items.

Instruct: Estimate (your best guess) how much those items would cost.

Groups estimate start up costs.

Hand out Worksheet #2: Operating Costs (See Worksheet BB-3 at the end of this unit).

Instruct: Identify your on-going expense items.

Groups identify operating cost items.

Instruct: Estimate (your best guess, again) how much these items would cost for a month.

Groups estimate operating costs.

Instruct:1. Total start up costs.
2. Multiply monthly operating costs by twelve. (Assumes we would want to have enough money up front to carry us through our first year of operation.)
3. Add the start up and operating costs to determine how much money we would need to get the business under way.

Explain: You will be making a presentation to obtain financing in the next session.

Note: 1. Prior to Lesson Plan #5, arrange for a lender, entrepreneur, or a small business assistance representative (e.g., SBA), to come in and judge the plans and mock-ups. The judge should be made aware that (a) these are limited time awareness projects without a formal business plan and (b) judging is to be on the basis of the best idea and thoroughness of preparation in relation to the other projects. First, second, and third place will be recognized and the remainder will receive honorable mention. Levels of financing (mock money) will depend on their ranking. (See details below.)

2. Prior to Lesson Plan #5, create a large supply of mock money on the copy machine. (See sample (BB-4) at the end of this unit). Bundle the money into sets of $1,000, $5,000 and $10,000 so that it can quickly be organized into loan amounts.

LESSON PLAN #5: Obtaining Financing

Objective: The student will be able to recognize the importance of a good idea and thoroughness of preparing in obtaining financing.

Materials: Mock money, financing schedule transparency.

Teacher Behavior/Student Activity

Review: Before you began to plan your businesses, in Lesson Plan #3, we said the groups would be competing for financing. We have asked ___(introduce judge: name and credentials)___ to come in and judge your projects.

Explain: The process we will use is:

1. A spokesperson for each group will present the group's plan and describe important features of their mock-up. The presentation will be to the judge and the rest of the class.
2. After all presentations have been made, the judge will review the projects and make decisions regarding the top three places and honorable mentions. Projects will be judged on the quality of the idea and thoroughness of preparation.
3. Financing will be approved on the following schedule:
   1st place receives 90% of the funds needed
   2nd place receives 80% of the funds needed
   3rd place receives 70% of the funds needed
   Honorable Mention receives 60% of the funds needed

   Note: Funds needed are those amounts required for start up as identified in Lesson Plan #4.

Group spokesperson for first group presents.

Instructor, judge, or other students may ask clarifying questions at the end of the presentation. Any member of the presenting group may respond.

REPEAT PROCESS FOR EACH GROUP.

When all projects have been presented:

1. Judge reviews notes and makes ranking decisions.

2. Instructor refers to financing schedule transparency and explain that 100% financing rarely ever occurs.

Ask: Where does the rest of the money come from?

Students respond.

Record responses on board. Round out if necessary (savings, sale of possessions, loans from family and friends, etc.).

Review: If we've got a good idea and we do our homework (thorough planning) we certainly increase the probability of getting the financing we need.

Turn the session over to the judge.

Judge: 1. Make comments about positive features of each project.
2. Announce decisions regarding first, second, and third place. Give rationale. Explain: All other qualified for honorable mention.

Instructor: Hand out mock money in order of ranking and in appropriate amounts.

Congratulate students and thank judge.

Review: In the first session, you identified a lot of companies in your vocational area. Nearly every one of those companies was started by somebody like you. And the opportunities that are out there for new businesses are going to be taken advantage of by people just like you.

BB-1

BRAINSTORMING A BUSINESS

Worksheet: Identification of Potential

Business Name	Product(s) or Service(s)	Potential	Comments

BRAINSTORMING A BUSINESS

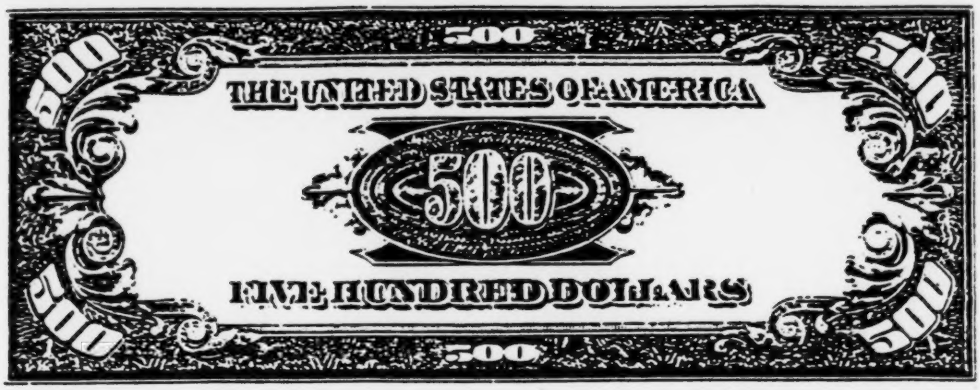
Worksheet 1: Start-up Costs

EXPENSE ITEMS	ESTIMATED COST

BRAINSTORMING A BUSINESS

Worksheet 2: Operating Costs

EXPENSE ITEMS	ESTIMATED COST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ORIENTATION TO ENTREPRENEURSHIP

ORIENTATION TO ENTREPRENEURSHIP

LESSON PLAN #1: Entrepreneurship as a Career Option

Objective: The student will be able to recognize entrepreneurship as a career option.

Materials: Entrepreneurship definition transparency, listing of enterprises in vocational area, local and/or metropolitan telephone books, blank transparencies and grease pencil or chalk and chalkboard, Enterprise Familiarization and Projection Assignment handouts.

Teacher Behavior/Student Activity

Explain: Throughout your preparation in (vocational program area) the focus has been on preparing you to be a successful employee for someone else. There is another option. That option is to be an entrepreneur.

Instruct: Before we talk about the option, let me ask you to write out in your notes, your definition of an entrepreneur.

Students develop definition in notes.

Request sampling of definitions.

Students provide sample inputs.

Compare student definitions to formal definition (see Content Notes section). Note how student definitions relate to formal definition.

Ask: What are some examples of (local) businesses started by entrepreneurs in our field?

Students identify a sampling of widely-known examples.

Record on board or transparency.

Instruct: In order to round out our examples of entrepreneurial opportunities:

1. in groups of four
2. locate additional examples from the (local or nearby metropolitan) phone book

3. in this instance, include businesses obviously in our field and suppliers along with spin-off opportunities related to our area.

Give one or two examples of suppliers and spin-off businesses.

Assign groups.

Groups complete assignment and record findings.

Obtain example inputs from groups in rotation.

Group spokesperson report.

Add to list on board or transparency. (see samples in Content Notes section).

Summarize: These examples illustrate the kinds of opportunities available for you to go into business for yourself in our vocational area.

Note: At the end of Lesson Plan #1, the Enterprise Familiarization and Projection Assignment should be made (see assignment sheet OR-1 at the end of this unit). In making the assignment, it should be kept in mind that the purpose is to encourage the student to think about business creation, ownership, and growth. It is not the intent of the assignment to have them return with well thought out, workable ideas. The assignment is due before Lesson Plan #5.

LESSON PLAN #2: Characteristics of the Entrepreneur

Objective: The student will be able to determine characteristics of the entrepreneur.

Materials: Entrepreneurial characteristics transparency, listing of local well-known entrepreneurs, Entrepreneur Interview Assignment handouts, blank transparencies and grease pencils or chalk and chalkboard.

Teacher Behavior/Student Activity

Explain: We have identified some opportunities for entrepreneurship in our area, now we need to determine what makes the entrepreneur tick--i.e. what unique characteristics does the entrepreneur have.

Ask: Do you know any entrepreneurs, in any field, personally?

Students provide examples (name, business, and how they know).

Ask: What characteristics do they have which you think might account for their being entrepreneurs?

Students identify characteristics.

Record responses on transparency or board. Assist in selecting terminology where appropriate. Note: List may be limited by experience.

Explain: You have identified some of the important characteristics of entrepreneurs. There are others.

Provide students with a complete list on overhead (see Content Notes section). Compare with student's list. Clarify the nature of each characteristic.

Explain: We've been talking about entrepreneurship being a career option for you. Let's see how you stack up with the characteristics.

Instruct: In your notes:

1. List each of the characteristics on the left side of a separate line.
2. After each characteristic, draw a line to the right side (a continuum). Place a one (1) at the left end of the line, a five (5) in the middle, and a ten (10) at the right end.
3. For each characteristic, rate yourself by putting an "X" on the line at a point which would best describe the extent to which you have that characteristic. Ten would indicate that the characteristic is very strong, a one that it's not.

Note: No one else will see your rating.

Students complete self-rating.

Explain: You may have rated yourself high in some characteristics and low in others. Emphasize: That is not a problem if you really want to be an entrepreneur. Entrepreneurial characteristics can be developed. Basically, the way they are developed is that as you take on the characteristics (act like an entrepreneur), you become more entrepreneurial.

Note: Make the Entrepreneur Interview assignment at the end of Lesson Plan #2 (see Entrepreneur Interview Assignment (OR-2) at the end of this unit).

Option 1: Assign students to individually identify an entrepreneur, in their field, and conduct the interview. Emphasize and clarify that they are to interview an entrepreneur, not a manager or employee.
Option 2: Same as Option 1, except students may do interviews in groups.
Option 3. Same as Option 1 or 2, except the instructor prearranges interviews with entrepreneurs.

The assignment is due before Lesson Plan #6.

LESSON PLAN #3: Disadvantages and Advantages

Objective: The student will be able to identify disadvantages and advantages of entrepreneurship as a career option.

Materials: Blank transparencies and grease pencils or chalk and chalkboard.

Teacher Behavior/Student Activity

Review: Earlier (Lesson Plan #2) several of you indicated that you knew some entrepreneurs.

Ask: From your knowledge, or perceptions, what do you think would be some of the disadvantages of being an entrepreneur?

Students respond.

Record responses on transparency or chalkboard.
May supplement list if necessary (see Content Notes section).

Ask: What would be the advantages of being an entrepreneur?

Students respond.

Record responses on transparency or chalkboard. Supplement list if necessary (see Content Notes section).

Review both lists.

Ask: On balance, do the advantages outweigh the disadvantages or vice versa?

Students respond and discuss.

Summarize by making a generalization from the student inputs.

LESSON PLAN #4: The Entrepreneurial Dream

Objective: The student will be able to describe factors involved in the creation of a business venture.

Materials: None.

Teacher Behavior/Student Activity

Explain: In order to enable you to visualize the considerations involved in the creation of a business, you will be asked to engage in a futuring activity.

Instruct: Close your eyes and project into the future five years from now. Visualize yourself as the owner of a business. Think about all aspects of creating and owning that business (e.g. What kind of business?, How would you get it started?, What would it look like, etc.).

Students visualize (2-3 minutes).

Instruct: Now describe your "entrepreneurial dream", in writing. Include in your description:

1. What business you would be in.
2. Who your customers would be.
3. Who your competitors would be.
4. If you would be in business by yourself, or with others.
5. What you would have to do to start your business. How you would go about it.
6. Where your business would be.
7. What your business would look like inside and out.
8. The name of your business.
9. When you would open the business.
10. Any other unique aspects of your business.

Students describe their "entrepreneurial dream" in writing.

Monitor as students write. Give reinforcement. Encourage them to share their ideas.

Ask students to share their "entrepreneurial dreams".

Students share.

As students report, point out steps in the entrepreneurial process (see Orientation Notes (OR-3B) at the end of the unit) which must be completed to achieve the "entrepreneurial dream". Spread the identification of the steps throughout the reports.

Note: In identifying steps in the entrepreneurial process, at selected points in the student presentations, do not detract from the student reports by developing a "set of steps" or by bringing up the idea of business plans.

Note: The Enterprise Familiarization and Projection Assignment must be completed before this lesson.

LESSON PLAN #5: Growing the Business

Objective: The student will be able to describe factors involved in business growth.

Materials: None.

Teacher Behavior/Student Activity

Review: In the previous session the process involved in creating a business was focused on.

Explain: Once the business is in existence, then the entrepreneur becomes concerned with the growth of the business. Part 2b of your Enterprise Familiarization and Projection Assignment asked that you view a business in that light.

Instruct students to:

1. Give a description of the business they visited.
2. Describe their strategies and rationale for growth and/or expansion of the business.

Students give descriptions and rationale.

Reinforce students who have well-thought out rationale.

Note: The emphasis in this lesson should be on projection into the entrepreneurial setting and involvement in the development of strategies and rationale rather than sophistication of strategies.

Note: 1. The Entrepreneur Interview Assignment must be completed before Lesson Plan #6.
2. Lesson Plan #6 assumes that Option 2 was selected for the assignment. If Option 1 is used, the process would be repeated for multiple panels or selected panelists would make up the panel.

LESSON PLAN #6: Characteristics and Processes--Reinforcement

Objective: The student will be able to gain additional insights into the characteristics of the entrepreneur and the entrepreneurial process.

Materials: Guide for panel moderator.

Teacher Behavior/Student Activity

Explain: In order to get a more thorough understanding of the make-up of the entrepreneur and the processes of creating and growing a business, we are going to interview a panel of entrepreneurs.

Since we don't have the entrepreneurs available, we will ask representatives from the interview groups to play the role of the entrepreneur interviewed.

Instruct groups to meet to identify their entrepreneur/representative and review details of interview responses.

Groups meet.

Note: 1. During group meeting, identify and instruct a moderator for the panel. Moderator questions will be based on core questions in the Entrepreneur Interview Assignment.
2. Rearrange physical set up of room so that panel and moderator (in the middle) are facing the class.

Seat panel and moderator.

Explain process:
1. Each panelist will use the name of the entrepreneur they are representing and respond as though they are that person.
2. To open the discussion, the moderator will call on each panelist to introduce himself or herself, give the name of their business, and identify the type of business they are in.

3. The moderator will then ask each panelist to respond to the first question. As they respond, the moderator may ask for clarification where appropriate. The process will be repeated for the second and each subsequent question. The moderator will rotate through the panel, beginning with a different panelist for each question.
4. After the core questions have been addressed, the moderator will open the floor for questions from the class to the panelists. Questions may be addressed directly to individual panelists or to the moderator who will defer them to selected panelists. Other panelists may also address the question.

When all questions and responses have been exhausted, thank the panelists and return students to regular seats.

Debrief class regarding additional insights gained from the interview or panel experience regarding characteristics of the entrepreneur and the entrepreneurial process.

Students respond and discuss.

Note: A panel of entrepreneurs may be used for this lesson rather than the mock panel. When using entrepreneurs, they should be provided with questions prior to the session. They may also be asked to simply talk about their responses to the questions rather than responding to a moderator. The floor would be open for questions from the class after their presentations.

Note: Each of the options for entry discussed in Lesson #7 may have features unique to specific vocational areas. In addition, some options for entry may be more desirable or available than others in specific vocational areas. Instructor will need to add those insights into the lesson plan.

LESSON PLAN #7: Entry Options

Objective: The student will be able to identify options for entry into business for themselves.

Material: Transparency of businesses in the field from Lesson #1 (or handout made from transparency), chalkboard and chalk.

Teacher Behavior/Student Activity

Explain: When you go into business for yourself, there are three basic options for entry:

1. Start up from scratch.
2. Obtain a franchise.
3. Buy out an existing business.

Define, identify unique aspects, and overview advantages and disadvantages of each (see Orientation Notes (OR-3A) at the end of this unit).

Display transparency of businesses in field from Lesson #1 (or provide handout made from transparency).

Instruct: Using the list of businesses in field, try to identify the entry option used by the entrepreneur.

Students identify the form of entry for selected businesses.

Record identified examples on chalkboard in three-column chart.

Note: 1. Instructor may need to provide frequent assistance in identifying the actual form of entry. This would be particularly true of buyouts since students may lack the historical perspective. The process will enable the instructor to flush-out the examples.
2. Close after a representative sampling has been generated and discussed.

Ask: What entry options did the interviewed entrepreneurs use?

Students identify interviewee's form of entry.

Record responses on chart.

Explain: There is no one best entry option. It depends on the circumstances and opportunities available at the time you are ready to go into business for yourself. Those circumstances include what you bring to the situation.

Note: Instructor may add comments regarding current desirability and availability of entry options in the students' vocational area.

Note: Information regarding local in-depth preparation opportunities should be gathered prior to Lesson Plan #8.

LESSON PLAN #8: Additional Preparation for Entrepreneurship

Objective: The student will be able to recognize opportunities for in-depth preparation for entrepreneurship.

Materials: Flyers, brochures, and other materials on local courses in entrepreneurship.

Teacher Behavior/Student Activity

Explain: The purpose of this unit has been to identify entrepreneurship as a career option and to familiarize you with what is involved in entrepreneurship. It doesn't prepare you to be an entrepreneur. There are some opportunities to prepare yourself to carry out the process. They include:

Note:
1. Actual opportunities identified will depend on local availability of courses, seminars, etc.
2. Provide handouts and supplementary information on the available opportunities. Opportunities might include:
   a. A semester or year long course in entrepreneurship in the high school. Note: Consider having the instructor make a brief presentation.
   b. Community college and/or university courses in entrepreneurship.
   c. Adult education courses.
   d. Seminars provided through the Chamber of Commerce or other agencies.

Explain: There are also many "how-to" books and materials available through bookstores, libraries, the Small Business Administration, the Department of Commerce, etc.

Conclude: Going into business for yourself is an option that's available to everyone. If you choose that option, you can increase the probability of success by preparing yourself as thoroughly as possible.

ENTERPRISE FAMILIARIZATION AND PROJECTION ASSIGNMENT

1. In the capacity of a customer, or potential customer, visit a small locally-owned and operated business in your vocational area. Although you may have been in the establishment before, this assignment involves viewing the business from a different perspective--you are on a scouting trip.

   Spend as much time as you can in the business without being conspicuous. Do not indicate that you are carrying out an assignment.

   In the time you have available, thoroughly familiarize yourself with the organization of the operation; the equipment needed to carry it out; products and/or services that are made, sold, repaired, provided (depending on the type of business). Try to get a sense of what business the company is really in, what is unique about the business, why customers would buy from them. Outside the business, note signage, parking, accessibility, and location.

   Don't write anything down while you are in the establishment. Just take in all that you can observe about the business and its operation.

2. As soon as possible after you have left the business, record all of your observations, then:

   a. Record your thoughts regarding why the business exists and how it came into being. (Note: This entry will not be based on factual information, it will be based on your perception.)

   b. Visualize and describe what you would do, if the business were your's, to make it grow or expand. Also, note why you believe your strategies would bring about the desired result.

Alternate Assignment

If the enterprise is not open to the public (manufacturing, etc.), the student should request a tour of the facility. In this instance, it would be necessary to explain the nature of the project.

The observations in Part 1 and Parts 2 a. and b. would be unchanged.

ENTREPRENEUR INTERVIEW ASSIGNMENT

1. Identify a local entrepreneur in your field.

2. Make arrangements to interview the entrepreneur.

3. Develop your questions before your meeting. They should include, but not be limited to:

   a. What influenced you to go into business for yourself?
   b. How did you acquire your entrepreneurial spirit?
   c. Where did you learn your entrepreneurial skills?
   d. What was your best moment as an entrepreneur?
   e. What was your lowest moment as an entrepreneur?
   f. What do you like best about owning your own business?
   g. What advice would you give people who are starting their own business?

4. Conduct the interview.

5. Rewrite and round out your notes as soon as possible after leaving the interview.

6. Be ready to present your findings in class.

ORIENTATION NOTES

A. Options for Entry Into Business for Yourself--Advantages and Disadvantages

1. Start-up from scratch

    a. Advantages
        - (1) Freedom to choose site
        - (2) Freedom to choose business name
        - (3) Freedom to choose equipment
        - (4) Opportunity to develop unique image
        - (5) Opportunity to recruit and train desired employees

    b. Disadvantages
        - (1) Time consuming start-up tasks
        - (2) No business history on which to base initial decisions and forecasts
        - (3) Difficulty obtaining required financing
        - (4) Non-existent or limited customer base
        - (5) No established supplier and banker relationships

2. Franchise

    a. Advantages
        - (1) Reduced risk of failure
        - (2) Extensive initial and continuous training
        - (3) Centralized purchasing
        - (4) Advertising and promotion support
        - (5) Consistent, established, widely-recognized product or service
        - (6) Start-up financial assistance

    b. Disadvantages
        - (1) Limited control over operations and procedures
        - (2) Long hours
        - (3) High franchise fees and royalties
        - (4) Contract subject to franchisor requirements
        - (5) Threat of non-renewed contract

3. Purchase an existing business

   a. Advantages
      (1) Trained employees familiar with business and operation
      (2) Existing equipment and facilities
      (3) Established customer base
      (4) Established supplier and banker relationships

   b. Disadvantages
      (1) Inherit existing or potential problems
      (2) Employees resistant to change in ownership
      (3) Truthful reason for sale undisclosed
      (4) Lack of history or expertise with business, products and services

B. Steps in the Entrepreneurial Process

1. Decide on a business to go into
2. Start a business plan
3. Determine where you can get help
4. Do a market analysis
5. Decide on a legal form of ownership
6. Determine legal requirements and regulations
7. Determine what equipment you will need
8. Determine what inventory you will need
9. Decide on a location
10. Determine how you will protect the business
11. Determine the personnel you will need
12. Determine how you will promote the business--before opening and early operation
13. Plan operational aspects of the business and physical layout
14. Set up a record keeping system
15. Put together your marketing plan and the rest of your business plan, including financials
16. Seek and obtain financing
17. Organize the business for operation
18. Open the business

ENTREPRENEURSHIP OPPORTUNITY AWARENESS

ENTREPRENEURSHIP OPPORTUNITY AWARENESS

LESSON PLAN #1: Self-Employment Opportunities

Objective: The student will be able to identify self-employment opportunities in his/her vocational area.

Materials: Chalkboard and chalk.

Teacher Behavior/Student Activity

Explain: One of the ways you can put to work the things you've been learning in (vocational area) is to go into business for yourself.

Instruct: To identify opportunities:
1. Move into groups of four.
2. Brainstorm all of the options you can think of. List the obvious, then go beyond.

Groups identify self-employment options in their vocational area.

Request group representatives to report options in rotation.

Representatives report.

Record unduplicated inputs (see samples in Content Notes section).

Note: The number and nature of opportunities will vary depending on the vocational area.

Explain: You will be taking some steps, in this unit, to gain a greater awareness of (several) of these opportunities for self-employment.

Assign: Locate and read an article which deals with some aspect of self-employment in your vocational area. Such articles might be found in trade publications, entrepreneurship magazines, or general interest periodicals. Write a summary of the article and clearly identify the implications for self-employment in your area. Due: End of unit. (Supplemental Activity: Schedule for completion at the end of all Lesson Plan #2b sessions. Allow time for presentation and discussion.)

Note: Lesson #2 will involve entrepreneur/speakers representing a variety of types of self-employment in the vocational area. Arrangements for the presenters to come in should be made in advance of the unit and presenters should be furnished with Guidelines for Presenters (see EO-1 at the end of this unit).

LESSON PLAN #2a: Familiarization with Selected Opportunities--Entrepreneur Presentations

Objective: The student will be able to determine the nature of selected self-employment opportunities.

Materials: None.

Teacher Behavior/Student Activity

Explain: There will be a series of (3-4) entrepreneurs coming in to speak to the class. Each will be in a different type of business in your field and will be talking about that type of business. They will have some general guidelines, but you will need to ask additional questions to get an in-depth awareness of that business as a self-employment opportunity.

Instruct: In your notes, develop a general set of questions that you might use with any of the presenters.

Students develop questions.

Review sampling of questions from each. Make suggestions where appropriate.

Note: This portion of the lesson plan (#2a) would only be used prior to the initial presenter.

LESSON PLAN #2b: Familiarization with Selected Opportunities--Entrepreneur Presentations

Objective: The student will be able to determine the nature of selected self-employment opportunities.

Materials: Overhead (or other equipment needed by speaker).

Teacher Behavior/Student Activity

Review: In order to become familiar with self-employment opportunities in our field, we have invited a series of entrepreneurs to talk to us about their businesses.

Introduce speaker.

Speaker presents.

Students ask questions (developed in #2a).

Speaker responds to questions.

Thank speaker.

Note: Speaker presentation and questions may not take the full session.

Instruct: Write a summary of the presentation. Include your impressions of the type of business described as an opportunity for you.

Students write summaries.

Note:
1. Summaries should be written as soon as possible after the speaker has gone.
2. After individual summaries are completed, groups of students may compare summaries to make sure they did not leave out important details.
3. Each student's summary should be kept in a folder or notebook.

REPEAT LESSON #2b.

Note: The number of entrepreneurs brought in to present will vary depending on the major types of self-employment in the vocational area and available instructional time. Three or four would be a good sampling, but more might be desirable.

LESSON PLAN #3: Prioritizing Self-Employment Opportunities

Objective: The student will be able to prioritize self-employment opportunities in their vocational area in terms of their preference.

Materials: Accumulated summaries of alternate self-employment opportunities.

Teacher Behavior/Student Activity

Review: We have had presentations on several major types of self-employment opportunities in our field. As identified in the first session, there are others. Present overviews of selected additional opportunities.

Note: Background for these overviews would accumulate from alternate entrepreneur presentations (or general knowledge) over time. This portion of the lesson would, therefore, be limited in breadth and depth until such background is accumulated.

Instruct: Review summaries from presentations, the overviews just presented, and any knowledge you may have of other self-employment opportunities in your field. Make a prioritized list of the opportunities. Place those that are most appealing to you at the top, the least appealing at the bottom. Also write a brief explanation regarding why your top two choices are most appealing to you and why your bottom two choices are least appealing.

Students review, prioritize, and develop rationale.

Ask students to identify their top choice and provide rationale.

Students report.

Explain: You are going to have an opportunity to gather additional information about a choice high on your list.

Note:
1. Preliminary arrangements for shadowing experiences shoul be made prior to beginning the unit and should be confirmed during the week preceding the experience. Shadowing sponsors should be oriented to the expectations of the assignment and advised of the students' limited exposure to entrepreneurship.
2. Limited placement sites may require double placement and preclude some students from being placed in their top choice setting. A setting high on their priority list, however, should be possible.
3. Travel and administrative arrangements should be made prior to the beginning of the unit and confirmed during the week preceding the experience.

4. The assignment and organizational portion of this lesson should take place during the same time period as Lesson Plan #3. The shadowing experience should occur on or during the following day(s).

LESSON PLAN #4: Shadowing Experience

Objective: The student will be able to recognize (a) the role of the entrepreneur in and unique aspects of a preferred self-employment opportunity and (b) characteristics of the entrepreneur, the entrepreneurial process, advantages and disadvantages of being an entrepreneur.

Materials: List of shadowing experience placements, interview assignments.

Teacher Behavior/Student Activity

Explain: In order to become more familiar with one of the self-employment opportunities in your vocational area, you will be doing a shadowing experience with the owner of a business and gathering additional information from him or her.

During the shadowing experience, accompany and observe the business owner. Pay particular attention to:

1. The organization of the business.
2. The operational aspects of the business.
3. What the owner does--on an on-going basis--in relation to keeping the business going and growing.
4. The personal traits (characteristics) of the owner.

As the opportunity presents itself, ask:

1. What is unique about the business that enables it to compete and grow?
2. How is it different from other types of businesses in the same field or industry?
3. How would a person go about getting a business like this started?

Near the end of the visit, request permission to ask interview questions (see Entrepreneur Interview Assignment (EO-2), items 3, 4, 5, and 6, at the end of this unit).

Handout and go over questions. Note that 3b on the Interview Assignment will give some insight into the characteristics of the entrepreneur and 3f will open the door to a discussion of the advantages and disadvantages of being an entrepreneur. Clarify what to look for in regards to organizational and operational aspects of the business.

Instruct students to record experiences, observations, and responses to their inquiries in a log.

Explain: Business owners know that you will be asking questions, but are not aware of specific questions.

Display list of shadowing experience options.

Review students' top preferences.

Match students with options (See Note 2, preceding this lesson plan).

Students record placements.

Explain travel and other administrative arrangements.

Students record information.

Note: The next portion of the lesson plan will be scheduled for the following day(s).

Students carry out shadowing experience and interview.

Students write report describing their experiences and interview results.

ALTERNATE LESSON PLAN #4. If arrangements for shadowing experiences are not viable, an assignment involving the interview of a business owner, outside of or during class time, can be used as an alternate approach. The interview assignment would be made early in the unit and presentations on findings reported in the Lesson Plan #5 format. Interview questions would include those on the interview assignment (see EO-2 at the end of this unit) with questions designated for the shadowing experience listed (above) added to the end of the list.

LESSON PLAN #5: Future Entrepreneurial Opportunities

Objective: The student will be able to identify future entrepreneurial opportunities.

Materials: None.

Teacher Behavior/Student Activities

Explain: Students need to share observations and interview results so that we can:

1. Increase our familiarization with a variety of types of self-employment opportunities.
2. Identify the commonalities.

Students report.

Note commonalities in characteristics, the entrepreneurial process, and disadvantages/advantages.

Review: We started our entrepreneurship awareness unit by brainstorming current opportunities for self-employment. We are going to take it a step further.

Instruct:

1. Move into groups of four.
2. Adhere to brainstorming rules (Quantity is wanted, don't rule anything out, etc.)
3. Think for a minute what life might be like 25 years from now, given technological advances and other changes.

Students visualize.

Encourage them to let imaginations go. Request they share visualizations of the future (not entrepreneurial opportunities).

Students share visualizations.

Resume instruction:

4. Brainstorm opportunities that you will be able to take advantage of as an entrepreneur in your field.

Groups brainstorm and record.

Call time as groups exhaust ideas. Request reports.

Group representatives report future self-employment opportunities.

Conclude: As you complete your vocational preparation in this area, the current self-employment opportunities we identified will be there and there will continue to be new ones as time goes by. Keep the self-employment option open as a route for you and keep your eyes open for the opportunities available to you.

Collect article assignments.

ENTREPRENEURSHIP OPPORTUNITY AWARENESS

Guidelines for Presenters

Purpose: To familiarize students with your (type of) business from an entrepreneurial perspective.

In your presentation:

1. Identify the type of business you are in.
2. Describe the nature of the business.
3. Identify the unique features of the business which differentiate it from others.
4. Explain why and how you got into that business.
5. Describe plans/visions for future growth of the business.
6. What advice would you give to somebody going in that business.

ENTREPRENEUR INTERVIEW ASSIGNMENT

1. Identify a local entrepreneur in your field.

2. Make arrangements to interview the entrepreneur.

3. Develop your questions before your meeting. They should include, but not be limited to:

   a. What influenced you to go into business for yourself?
   b. How did you acquire your entrepreneurial spirit?
   c. Where did you learn your entrepreneurial skills?
   d. What was your best moment as an entrepreneur?
   e. What was your lowest moment as an entrepreneur?
   f. What do you like best about owning your own business?
   g. What advice would you give people who are starting their own business?

4. Conduct the interview.

5. Rewrite and round out your notes as soon as possible after leaving the interview.

6. Be ready to present your findings in class.

OVERVIEW OF ENTREPRENEURSHIP

OVERVIEW OF ENTREPRENEURSHIP

Note: Prior to the opening lesson of this unit, do not give notice or indicate that the class will be dealing with entrepreneurship as a career option.

LESSON PLAN #1: Consider Self-Employment

Objective: The student will be able to recognize entrepreneurship as a career option.

Materials: None.

Teacher Behavior/Student Activity

Note: Do not preface the following instruction with an explanation.

Instruct: Think about and write in your notes what you see yourself doing, in terms of earning a living, five or ten years from now.

Students think through and write out career plans.

Ask students to share their plans.

Option A: If self-employment does not surface as an option, compliment students on their choices. Then offer that they might consider, as an alternative or eventually, going into business for themselves.

OR

Option B: If self-employment is identified by some students, defer discussion until all students have identified their choices. Then refer back to those who did indicate self-employment and note that it is an option they all might want to consider, as an alternative or eventually.

Explain: For all of the types of jobs you identified, somebody has to own and operate those companies. And there are some definite advantages to ownership.

LESSON PLAN #2: Advantages and Disadvantages

Objective: The student will be able to identify the advantages and disadvantages of self-employment.

Materials: Chalkboard and chalk.

Teacher Behavior/Student Activity

Ask: What do you think might be some of the advantages of being in business for yourself?

Students respond and discuss.

List student responses on board. Supplement list if necessary (see Content Notes section).

Explain: There are also some disadvantages to consider.

Ask: What would they be?

Students respond.

List responses on board. When list is complete (see Content Notes section), review disadvantages, then advantages.

Explain: These are factors you'll have to consider when making a decision as to whether or not to go into business for yourself.

Explain: For the purposes of this unit, we're going to assume that you've decided that the advantages outweigh the disadvantages. That assumption will put you in a better position to examine the process of going into business for yourself and how you can get there.

LESSON PLAN #3: Entrepreneurial Characteristics

Objective: The student will be able to compare their characteristics with those of the entrepreneur.

Materials: Entrepreneurial characteristics assessment form.

Teacher Behavior/Student Activity

Explain: We are going to examine the personal characteristics or traits needed by the entrepreneur. But, first I would like for you to complete this form.

Handout Entrepreneurial Characteristics Assessment Form (see form (OV-1) at the end of this unit).

Instruct: Complete the assessment form by indicating where you would fall on each of the areas (traits) listed. Be honest. You will not be asked to share your responses.

Students complete assessment form.

Lead discussion regarding why each of the characteristics are important to the entrepreneur (see Content Notes section).

Note: The guarantee that students will not be asked to share their responses must be honored.

Students discuss the importance of characteristics.

Explain: The assessment form you completed gives you an idea regarding the current strength of your entrepreneurial characteristics. If the assessment indicated that you don't have an abundance of entrepreneurial characteristics, at this point, it does not mean that entrepreneurship is not an option. Characteristics can be changed by changing your habits. If the assessment indicated that you were strong in many entrepreneurial characteristics, you would have less development to do in this area.

LESSON PLAN #4: Types of Self-Employment Opportunities

Objective: The student will be able to differentiate types of self-employment opportunities in his/her career field.

Materials: Types of self-employment transparency, overhead projector.

Teacher Behavior/Student Activity

Display and identify types of self-employment opportunities in (vocational program area) (see samples in Content Notes section. It will be necessary to round out the list for your vocational area). Note the general characteristics of each type and differences between types.

Explain: For some of the activities you will be involved in to gain a familiarization with entrepreneurship, hypothetical businesses will be used. Groups will be assigned different types of businesses.

Note: Predetermine group size and make-up so that all major types of businesses, in the field, are represented in the class.

Explain: So that you can be thinking about, and possibly getting acquainted with, the type of business you will be working with, assignments will be made now.

Assign students to groups.

Assign type of business to groups.

•Students record their assignment.

LESSON PLAN #5: Legal Forms of Business

Objective: The student will be able to describe the advantages and disadvantages of each major legal form of business.

Materials: Legal form transparency, partnership agreement areas transparency.

Teacher Behavior/Student Activity

Explain: An early step in the process of going into business for yourself is to determine the most appropriate legal form of the business.

Although there are others, our focus will be on the three major forms: sole proprietorship, partnership, and corporation. Each has its advantages and disadvantages.

We can compare those advantages and disadvantages on the basis of several factors.

Display chart and explain advantages and disadvantages of each by comparing factors (see Overview Notes (OV-2A) at the end of this unit).

Students record in notes.

Ask: Which do you think would be the best legal form?

Students respond.
Note: Anticipate a variety of responses including it depends on the circumstances.

Clarify or conclude: There is no one best legal form, it depends on the circumstances (situation, scope of the business, capital, risk, people involved, etc.).

Explain: To get an idea of what's involved in putting together one of these legal forms of business, we are going to assume that your assigned group (Lesson Plan #4) is going to create a partnership.

Ask: Why not a sole proprietorship?

Students respond: More than one person is involved.

Explain: We'll also assume that ease of entry is an important consideration for your group(s). Therefore, we will organize a partnership instead of a corporation.

Instruct: In your assigned groups, develop a partnership agreement for your business. The kinds of things you will include are: the business name, type of business, how the responsibilities will be shared, how capital will be raised, etc. (see Overview Notes (OV-2B) at the end of this unit).

Make any assumptions you need to make to complete the agreement.

Display areas of partnership agreement transparency.

Groups develop partnership agreement.

Monitor groups and play devil's advocate regarding selected aspects of their agreement.

Call time.

Group representatives report on content of agreements.

Review: We selected partnership to illustrate legal formation of a business. However, as indicated earlier, the legal form is a function of the circumstances. A company might even evolve from a sole proprietorship to a partnership to a corporation as its circumstances change.

Note: Sample survey questionnaires should be collected from local businesses prior to this lesson.

LESSON PLAN #6: Researching the Market

Objective: The student will be able to determine the procedures and factors involved in researching the market.

Materials: Sample survey forms from local businesses.

Teacher Behavior/Student Activity

Explain: Just having an idea for a business is not enough. You have to:

1. Make sure you know who your customers are and that you are providing the products or services they want; at the time and place they want them; and at a price they are willing and able to pay.
2. Make sure that there is room in the market for one more business like yours.

The way that you make sure is by doing market research.

Explain (regarding 2): After determining who they are (use local examples related to one type of business in the vocational area), the level of competition can be researched by doing observations or by using focus groups. Secondary information might also be available from the Chamber of Commerce as well as industry data from trade associations. From the information gathered, estimates of market share can be made and, in turn, a decision can be made regarding whether or not there is room for another competitor.

Explain (regarding 1): To gather information about the make up and preferences of your target market, similar market research techniques can be used to gather primary and secondary data. In addition, surveys are frequently used to collect input from potential customers.

Let's assume that we are going to survey our potential target market. We would need to design a questionnaire. In the questionnaire we would want to ask questions which would enable us to get more information about:

1. The make up (age, sex, occupation, etc.) of our potential target market.
2. The buying habits of the potential target market.
3. The product, brand, and service preferences of the potential target market.

4. The media habits of the potential target market.
5. Etc.

Note: The nature and focus of the types of questions will vary with the vocational area.

Handout a variety of sample questionnaires from businesses in the field.

Instruct: In your assigned groups, design a questionnaire to gather information from the potential target market of your hypothetical business.

Groups design questionnaire.

Work with each group to strengthen their questionnaire.

Call time.

Explain: We could conduct our survey in person, by telephone, or through the mail. Cost, time, and accuracy of response are the variables we would have to weigh.

Conclude: Regardless of the approach, our market research efforts should provide us with information which will enable us to meet our customers' needs and, thus, operate a profitable enterprise.

LESSON PLAN #7: Site Selection

Objective: The student will be able to examine factors involved in site selection for a business.

Materials: Maps of the local community.

Teacher Behavior/Student Activity

Explain: A big decision in opening a business is selecting a site for its operation.

Major considerations are: selection of a community to locate in, location within the community, the site, the building(s), and whether or not to buy or build.

Let's zero in on selecting the site for your hypothetical business.

Specific considerations related to the site are space, parking, street location, history of the site, accessibility, traffic, and zoning.

Note: Relative importance and nature of these factors will differ with the vocational area. Emphasis should be placed on those factors which are most important to the students' area.

Instruct: In your groups, make a site selection decision for your hypothetical business.

Since you are all familiar with _(local community),_ we will assume that you are going to locate your business here.

You will be provided with maps of the Greater _(local community)_ area.

On the map, identify several possible locations for your hypothetical business.

Then examine each location in terms of the specific considerations we talked about earlier.

Make a decision.

Be able to tell us all of the locations you considered, your final decision, and why you chose that location as opposed to the alternatives.

Students move into groups. Groups examine possible locations and make decisions.

Monitor groups. Where appropriate, and if necessary, call attention to local variables and factors peculiar to their vocational area which should be considered.

Call time.

Group representatives report their decisions.

Class members comment and discuss.

Review those factors that are of particular importance for site selection in the vocational area.

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Note: Prior to Lesson Plan #8, gather sample start-up business plans from Small Business Development Centers, lenders, entrepreneurs, etc. In most instances, names and other identifying data will be whited out. (Fictitious names can be penciled in.) If possible, obtain a sample for each student.

LESSON PLAN #8: The Business Plan

Objective: The student will be able to identify components of a business plan.

Materials: Sample business plans, chalk and chalkboard.

Teacher Behavior/Student Activity

Explain: A business plan is an important document which helps the entrepreneur pull together the information needed for starting a business in a cohesive plan. It also provides prospective lenders with information they need regarding (1) the entrepreneur's level of preparation for going into business and (2) his or her financial position.

So that you can see what is involved in putting together a business plan, we have gathered several samples.

Hand out samples. (One per student if available.)

Instruct: Review your sample business plan for its content and organization. Make notes regarding the kinds of things included in your sample.

Students review business plans.

Ask: From the sample you reviewed, what kinds of things would you say should be included in any business plan?

Students identify components. (Limit to one input per student, in rotation).

Record components on chalkboard. Supplement list if necessary (see Overview Notes (OV-2C) at the end of this unit).

Review components and organize into a rough sequence.

Conclude: Many of the components we've identified, the entrepreneur would think of without a plan. The major value of the business plan (other than lenders require it) is that it causes the entrepreneur to bring the pieces together into a plan.

Note: 1. Collect sample business plans for reuse.
2. ALTERNATE REINFORCEMENT ACTIVITY. The Business Plan: Your Road Map for Success, a video which provides an overview of the business plan, could be used as an alternative to the sample business plans. This video is distributed by the Marketing Education Resource Center, Inc., P. O. Box 12226, Columbus, Ohio 43212-0226, at a cost of $30.00. Portions of other entrepreneurship videos such as How to Really Start Your Own Business (Karl-Lorimar Home Video, Inc., 17942 Cowan, Irvine, California 92714; $39.95) and Open for Business (Glencoe-McGraw Hill, Order Department, 13955 Manchester Road, Manchester, Missouri 63011 (1-800-334-7344); cost $250.00) afford similar overviews.

Note: 1. Prior to Lesson Plan #9, arrange for a guest speaker from a bank or other lending agency to talk to the class regarding sources of financing for new business ventures, the advantages and disadvantages of each, and the processes involved in obtaining financing.
2. Prior to Lesson Plan #9, assign students to develop questions for the speaker on sources of financing.

LESSON PLAN #9: Sources of Financing

Objective: The student will be able to differentiate sources of financing for a business.

Materials: None.

Teacher Behavior/Student Activity

Explain: In this session we are going to have a presentation on sources of financing for business ventures.

If and when you do decide to go into business for yourself, it is likely that you will need to obtain some financing. Our speaker will provide us with insights into where we can find that financing and how to go about it.

Introduce speaker.

Speaker presents on sources of financing, advantages and disadvantages of each, and procedures for obtaining.

Students ask questions.

Speaker responds to questions.

Thank speaker.

Note: If speaker presentation and questions do not take the full time, complete the next step at the end of the session. If there is no time remaining, complete the next step at the beginning of the following session.

Instruct: Move into groups. Make a decision regarding the best source of financing for your group's hypothetical business, at this point in time. Be able to explain your decision.

Groups consider variables and make decision.

Call time.

Group representatives report decision and rationale.

Point out effect of circumstances on decisions.

LESSON PLAN #10: Running the Business

Objective: The student will be able to recognize factors involved in successfully running a business.

Materials: None.

Teacher Behavior/Student Activity

Explain: Once the business is in operation, the entrepreneur has to wear two hats instead of one.

Ask: Why would I say that?

Students respond. Note: Anticipate a variety of responses.

Clarify: (Capitalize on selected student responses for examples).

The one "hat" carries with it responsibility for the day-to-day operations of the company. To insure success in this aspect of the business--regardless of its nature:

1. It must be operated in accordance with the marketing concept and marketing strategies must be regularly monitored and revised.
2. Good management practices must be employed.

(see Overview Notes (OV-2D) at the end of this unit for background content).

The other symbolic hat represents the need for the owner to engage in continuing entrepreneurship--growth and development of the business. That requires:

1. A continuous quest for new opportunities.
2. An eye on expansion possibilities.

Growth and expansion activities involve modified processes similar to the creation of the business.

Conclude: Both areas must be addressed if the business is to prosper in the short-run and the long-run.

Note: Prior to Lesson Plan #11, obtain information regarding local entrepreneurship courses and assistance agencies.

LESSON PLAN #11: Sources of Assistance

Objective: The student will be able to identify sources of assistance for achieving entrepreneurial goals.

Materials: None.

Teacher Behavior/Student Activity

Explain: What we have done over the past several sessions is to become aware of entrepreneurship as a career option.

To thoroughly prepare yourself, it would be useful to take a full course in entrepreneurship. Such courses assist you in developing your entrepreneurial traits and take you through a simulation of the entrepreneurial process. They are available (provide specific local information) here at the high school, the community college, and at four-year colleges. In addition, (provide specific local information) the Chamber of Commerce and other agencies offer seminars for individuals planning to go into business for themselves.

Likewise, in setting up a business, assistance can be obtained through the Small Business Administration (SBA), the Service Corps of Retired Executives (SCORE), the Active Core of Executives (ACE), Small Business Development Centers (SBDCs), etc. (provide local points of contact).

Those same sources can provide assistance in the growth and development of your business after it is off the ground.

Use all of the help that is available to you. One of the disadvantages of going into business for yourself is the high failure rate (refer to discussion of advantages and disadvantages). If you use the assistance that is available, you can reduce the risk, and thus, increase your probability of success as an entrepreneur.

OV-1

ENTREPRENEURIAL CHARACTERISTICS ASSESSMENT FORM

Place a checkmark on the line following each trait at a point which best describes you. Four (4) indicates that you believe you possess the trait to a high degree, one (1) to a low degree. The checkmark need not be placed directly over a number--the rating may lie somewhere between the numbers.

	1	2	3	4	5
Sets high standards for self					
Hangs in there when things get tough					
Never completely content					
Tries to accomplish unusual things					
Is creative					
Takes responsibility for own actions					
Wants to know about things					
Digs into problems					
Willing to work until the job is done					
Likes to work on own schedule					

OVERVIEW NOTES

A. Legal Forms of Ownership--Advantages and Disadvantages

1. Sole Proprietorship--the business is owned and operated by a single individual.

   a. Advantages

      (1) Simplest form of business to create
      (2) Owner has complete managerial authority
      (3) Owner collects all profits
      (4) General law is only legal restriction

   b. Disadvantages

      (1) Unlimited personal liability
      (2) Difficult to raise additional capital for growth
      (3) Limited or no experience in certain managerial functions
      (4) Terminated by owner death or discretion

2. Partnership--two or more persons share ownership, operation, profit, and losses of the business.

   a. Advantages

      (1) Simple business form to create
      (2) Partners contribute complementary experience and expertise
      (3) Expanded options for raising capital for growth
      (4) General law and partnership law are only legal restrictions

   b. Disadvantages

      (1) Disputes among partners
      (2) Unlimited personal liability
      (3) Division of profits among partners
      (4) Termination upon a partner death or withdrawal

3. Corporation--a legal entity that is permitted to exercise the same rights and responsibilities as a person

    a. Advantages

        (1) Limited personal liability
        (2) Broad range of managerial expertise and experience
        (3) Perpetual existence
        (4) Many options for raising additional capital for growth

    b. Disadvantages

        (1) Double taxation
        (2) Federal and state regulation
        (3) High costs to incorporate
        (4) Extensive legal restrictions

B. Areas of Partnership Agreement

1. Date
2. Names of partners
3. Name of the business
4. Principal place of business
5. Type of business
6. Beginning date of partnership
7. Initial capital of the partnership
8. Amount to be contributed by each partner in cash or property
9. Distribution of profits and losses
10. Method to be followed if old partners withdraw or new ones enter the business
11. Division of assets in case of dissolution
12. Duties of the partners
13. Manner in which any controversies arising out of the contract will be settled
14. Special provisions
15. Signatures

C. Business Plan Components

1. Statement of purpose
2. Description of the business

3. Marketing Plan

   a. Product/service lines
   b. Market segment
   c. Competition
   d. Location
   e. Pricing
   f. Promotion

4. Management plan

   a. Legal form
   b. Organizational chart
   c. Personnel

5. Finance

   a. Funding sources
   b. Cash requirements (initial, operations)
   c. Sales and profit picture

6. Operations

   a. Processes
   b. Facilities
   c. Equipment
   d. Supplies

7. Supporting documents

   a. Resumes
   b. Personal financial statements
   c. Letters of reference

D. Factors Necessary to Insure Business Success

1. Marketing factors

   a. Provide goods and services your customers want
   b. Make service and quality your top priority
   c. Listen to customers, suppliers, and employees
   d. Continually update your marketing strategies

2. Management factors

   a. Have and train people who are interested in the business

b. Be alert to economic trends
c. Keep on top of your operation
d. Solve problems as they come up
e. Keep good records
f. Utilize available assistance
g. Set goals

OPEN FOR BUSINESS

OPEN FOR BUSINESS

Note: 1. The Open for Business materials are needed for implementation of this unit. (see Program Components (OB-1) at the end of this unit).
2. Prior to Lesson Plan #1, it will be necessary to arrange for a guest speaker to introduce this unit on entrepreneurship.

The guest speaker needs to be chosen very carefully. He/She will be setting the tone for your whole unit.

Select a speaker who is a successful entrepreneur (an owner of a business other than a franchise). The speaker should be able to relate the personal satisfaction they have received from starting their own business. They should also be able to relate some of the problems they encountered such as: finding sources of capital, finding expert advice, and the time involved to start a business. (Because the owner of a franchise receives help in these problem areas from the franchisor, using them as a speaker is not recommended).

The best choice of a speaker is a person who exhibits the personal characteristics of an entrepreneur as listed in the student manual page 1 of lesson 1.

LESSON PLAN #1: Characteristics of Entrepreneurs

Objective: Identify the personal characteristics of successful entrepreneurs.

Materials: None.

Resource: A guest speaker is needed for this introduction. Either contact your local speakers bureau or locate a local entrepreneur willing to speak to your class.

Teacher Behavior/Student Activity:

Introduce the speaker and provide background information.

Ask questions appropriate to the presentation.

Guide questions

Time: 40 minutes presentation; 15 minutes for questions.

LESSON PLAN #2: Advantages and Disadvantages

Objective: Identify advantages and disadvantages of entrepreneurship.

Materials: Open for Business, Maryland InTec. Student Manual; Publisher: Gregg Division, McGraw-Hill.

Teacher Behavior/Student Activity:

Introduce, in lecture form, the material found on page 1 of Chapter 1. Transparencies may be created locally to help with this introduction. Include in the transparency personal characteristics of entrepreneurs as found on page 1 of student manual.

Students read and complete activities found in Preview 1-1.

Divide class into groups of 5, have each group discuss their answers to Preview 1-1. Each group is required to turn in, at the end of the hour, a statement of their understanding of the advantages and disadvantages of being an entrepreneur.

Complete group assignment.

Time: 15-20 lecture; 35-40 individual and group activity.

LESSON PLAN #3: Assessing Your Potential

Objective: Assess your potential as a future entrepreneur.

Materials: Open for Business, Video and Student Manual. VCR/TV.

Teacher Behavior/Student Activity:

Show lesson one from video series "Assessment of Personal Potential". After video, lead discussion over first lesson.

Assign Review activities as homework: 1-1, 1-2, and 1-3.

Complete review activity.

Time: 30 minutes video, 25 minutes discussion or work on activities.

LESSON PLAN #4: Assessing Ideas/Types of Ownership

Objective:

(1) Consider and assess ideas for starting a new business.

(2) Identify the characteristics of the four types of business ownership.

Materials: Open for Business, Student Manual.

Teacher Behavior/Student Activity:

Present material in Chapter 2, lecture form.

Complete preview activities 2-1, 2-2, and 2-3.

Go over preview activities. Answer questions to clarify.

Time: Lecture 15-20 minutes; activities 20 minutes; questions 10-15 minutes.

LESSON PLAN #5: Types of Ownership--Characteristics

Objective: Identify the characteristics of the four types of business ownership.

Materials: Open for Business, Video Series and Student Manual

Teacher Behavior/Student Activity:

Show Lesson 2 from video series "Types of Ownership".

Complete Review activities 2-1, 2-2, and 2-3.

Note: It is often best to collect Student Manuals at specific times. If you do not collect after each assignment, you will need to go over the activities in class to provide feedback to the students. Suggested collection times are given in the manual.

Time: Video 30 minutes, activities 25 minutes.

Note: If Option 1 is used for Lesson Plan #6, arrangements must be made to obtain MarkED MB LAP 1. That material is available from the Marketing Education Resource Center, Inc. 1375 King Avenue, P. O. Box 12226, Columbus, OH 43212-0266.

LESSON PLAN #6: Marketing

Objective: Explain the concept of marketing.

Materials: MB LAP 1 from MarkED.

Option 1:

Teacher Behavior/Student Activity:

Present group learning activity as explained in LAP.

Complete activity--Marketing: What's That?

Option 2:

If you would like to maintain the Open for Business, format:

Present material for lesson 3 (student manual).

Complete preview activities 3-1.

Time: Option 1: presentation 50 minutes
Option 2: lecture 15-20 minutes; activities 30 minutes.

LESSON PLAN #7: Marketing Strategy

Objective: Explain the purpose of a marketing strategy, and describe its major elements.

Materials: Open for Business, Video Series and Student Manual.

Teacher Behavior/Student Activity

Show video Lesson 3 "Market Analysis".

Complete review activities 3-1, 3-2, 3-3, and 3-4.

Look ahead to Lesson 5 (student manual)--have student begin log.

Begin personal profit and loss statement.

Note: If you do not collect manuals after each lesson is assigned, with the completion of this lesson, collect student manuals to grade activities. Plan for a weekend.

Time: Video 30 minutes, activities 25 minutes.

LESSON PLAN #8: Capital Needs

Objective: Describe the capital needs of a new venture.

Materials: Open for Business, Student Manual.

Teacher Behavior/Student Activity:

Present, in lecture form, material for Lesson 4 (student manual).

Complete Preview 4-1.

Discuss Preview 4-1 with class. Clear up any misconceptions.

Complete Preview 4-2.

Time: Lecture 10-15 minutes, activity 4-1, 10-15 minutes, discussion of 4-1, 10-15 minutes.

LESSON PLAN #9: Capital Needs/The Business Plan

Objective: Describe the capital needs of a new venture. Create a partial business plan. Judge a loan applicant according to the "five C's of Credit."

Materials: Open for Business, Video Series, and Student Manual.

Teacher Behavior/Student Activity:

Show Lesson 4 from video series, "Business Planning".

Complete Review activities 4-1, 4-2, and 4-3.

Time: Video 30 minutes, activities 25 minutes.

LESSON PLAN #10: Capital Needs/The Business Plan (continued)

Objective: Create a partial business plan.

Materials: Open for Business, Student Manual.

Teacher Behavior/Student Activity:

Spend some time going over review 4-1 and 4-2.

Have students get into groups of four. In their groups have them select or create a business plan and capital needs/sources.

Work in groups to select their best ideas. Then present to the rest of the class.

Clear up any problems with understanding.

Assign Preview Activity 5-3.

Complete Preview Activity 5-3.

Time: Group and presentations 55 minutes.

LESSON PLAN #11: Financial Management

Objective: List the major types of management information shown by financial records. Describe I.R.M. accounting. Complete and analyze profit and loss statements and balance sheets.

Materials: Open for Business, Video Series and Student Manual.

Teacher Behavior/Student Activity

Show Lesson 5 from video series, "Financial Management".

Complete Review Activities 5-1 and 5-2.

Time: Video 30 minutes, Activities 25 minutes.

Note: Lesson Plan #12 asks you to use prepared business situations as classroom activities. These situations should be prepared in advance. Some examples are:

1. Your vocational student organization has a project coming up which requires expensive

equipment to complete. How will your club solve the need for this equipment?

2. Your local school store is having trouble finding people to staff all of the hours it is open. Your group has been asked to supply solutions to this problem.
3. Your high school track team is having a hard time getting qualified members because of all of the competing activities that take place during the spring season. Your group has been asked to supply solutions to this problem.

LESSON PLAN #12: Managing the Business--Decision Making

Objective: Identify the four steps in the decision making process.

Materials: Open for Business, Student Manual.

Teacher Behavior/Student Activity:

Present the material for Lesson 6 (student manual) in a group lecture and participation.

Assign prepared situations to groups.

Have each group work on the problems using the four steps explained in their Student Manuals. Each group will have to be able to present their solution and defend it in front of the class.

Time: 55 minutes.

LESSON PLAN #13: Managing the Business--Personnel

Objective: Identify the steps in the process of organizing and managing personnel. Describe three major management styles.

Materials: Open for Business, Video Series and Student Manual.

Teacher Behavior/Student Activity:

Show Lesson 6 from the video series "Managing the Business".

Complete Review Activities 6-1, 6-2, and 6-3.

Time: Video 30 minutes, Activities 25 minutes.

LESSON PLAN #14: Student Evaluation

Objective: Evaluate the students' understanding of material presented in this series.

Materials: Open for Business, Student Manual, or copies of Open for Business, Final Exam.

Option 1:

Teacher Behavior/Student Activity:

Assign the students to write a five page report using Review 6-4 as a guide. This report should be treated as a final exam, grade on content as well as the thought which the students put into it.

Complete report.

Option 2:

Give final exam from teacher manual.

Complete final exam.

Time: 55 minutes.

OPEN FOR BUSINESS--PROGRAM COMPONENTS

Video Set
- 1 video cassette
- Teacher's manual and key
- Student manual
- Demo video

A complete program description, ordering information, and costs can be found in the Commercial Materials section of this guide.

RISKS AND REWARDS

RISKS AND REWARDS

Note: 1. The Risks and Rewards materials are needed for implementation of this unit. (see Program Components (RR-1) at the end of this unit).

2. Introduce students to Section 1, Can I Be An Entrepreneur by explaining that they are going to learn more about themselves and the characteristics of successful entrepreneurs. See "What This Section Is About" in the text-workbook.

LESSON PLAN #1: Assessing Personal Characteristics

Objective: The student will be able to assess personal characteristics.

Materials: Risks and Rewards text-workbook; Handout 1.1, Entrepreneurial Characteristics; Transparency 1.1, Entrepreneurial Characteristics; Transparency 1.2, Entrepreneurial Characteristics Graph.

Teacher Behavior/Student Activity

Explain that knowing yourself is the key to career success. Lead a discussion on how much they really know about themselves. See "What Do You Know About Yourself" in the text-workbook.

Students listen and/or read section. Participate in discussion and think about their own personal characteristics.

Have student turn to page 3 in their text-workbook, and complete the Personal Profile (1a). Emphasize that this activity will be for personal use only. There are no right or wrong answers, therefore, will not be graded. It will be the basis for class discussions later in the lesson.

Students complete "Personal Profile 1a".

Explain that they will now take a look at the personal characteristics of entrepreneurs. Have them turn to page 4 and read "What We Know About Entrepreneurs". As they read, students should think of specific examples of those characteristics.

Read page 4 and think of examples of entrepreneurial characteristics.

Pass out Handout 1.1, Entrepreneurial Characteristics. Ask students for specific examples of the entrepreneurial characteristics that are defined in the Text. Instruct them to use Handout 1.1 to record their answers.

Complete Handout 1.1, Entrepreneurial Characteristics.

Call on various students to share their one (1) best example with the class for discussion.

Participate in discussion.

Show Transparency of Entrepreneurial Characteristics (transparency 1.1). This graph gives added characteristics. Ask students to discuss ways that entrepreneurs may have developed some of these characteristics.

Instruct students to read "How Are You Like Entrepreneurs?" on page 5 in their text. As indicated they should review the Entrepreneur's Response Key (Personal Profile 1b) found in the back of the text-workbook and compare the answers with their own (Personal Profile 1a completed previously).

Locate Personal Profile 1b and compare with Personal Profile 1a.

Show students the Entrepreneurial Characteristics transparency graph (transparency 1.2). Have them compare themselves to the graph.

Students view transparency 1.2 and compare Personal Profile 1a with Personal Profile 1b.

Explain that they now have a better understanding of entrepreneurial characteristics. They are now in a position to determine what areas they need to develop if they wish to explore entrepreneurship as a career alternative. Ask students to tell how they could develop entrepreneurial characteristics that they don't have, both on the job and at school. Instruct students to turn to page 5 and record their responses as they complete the Personal Profile #2 activity.

Complete Personal Profile #2.

LESSON PLAN #2: Entrepreneurship and Life Style Preferences

Objective: The student will realize how entrepreneurship affects life style.

Materials: Risks and Rewards Text-Workbook.

Teacher Behavior/Student Activity

Explain that your life style is also a very important part of who you are. And values influence or determine your life style. Ask students: How does entrepreneurship affect life style? (Note: You may need to bring students into a discussion using examples of well-known people and celebrities who changed their life style as a result of going into a business, i.e., Mrs. Fields' Cookies owner was an average homemaker who now makes millions selling cookies.)

Students respond.

Use student responses to help them understand that being an entrepreneur may conflict with their life style preferences. Be sure students understand that current life styles and desired future ones are not likely to be the same.

Students listen and ask questions if necessary.

LESSON PLAN #3: Recognizing Life Style Preferences

Objective: The student will be able to evaluate life style preferences.

Materials: Visualization script; Handout 1.2, Questions to Process Visualization Activity; Handout 1.3, Life Style Preferences; Handout 1.4, Conflict Management.

Teacher Behavior/Student Activity

Explain that a thorough understanding of one's life style preferences, may help avoid conflict for the entrepreneur. Use the Visualization Activity to help students explore their life style preferences. Follow the directions for the Visualization Activity. After reading the script, have the students answer the questions to process the activity. Use Handout 1.2, Questions to Process Visualization Activity to record their answers. You may collect the answers or discuss them in class.

Students will participate in Visualization Activity and complete Handout 1.2.

Distribute Handout 1.3, Life Style Preferences. Explain that they are to brainstorm examples of life style preferences in small groups. Divide class into small groups and review instructions. Emphasize that each group will give their results to the class. Several examples are "going to parties" and "making a lot of money."

Students are to complete small group activity.

List the 10 life style preferences, given most frequently, on the board. Have students vote for the one that is most important to them. Point out the differences in the student's preferences to stress individual uniqueness.

Have students turn to page 7 in the text-workbook, and complete the Life Style Preference Classification (Personal Profile #3). Review instructions, if necessary.

Students recognize differences in life style preferences among classmates and complete Personal Profile #3.

Have students read "Are Your Preferences Compatible With Becoming An Entrepreneur?" on page 9 of their text-workbook. Or you may teach the content located there.

Students read or listen to lecture.

Determine student understanding by asking students to name and discuss at least one of their preferences that would be complementary to entrepreneurship--"being the boss," for example.

Students name and discuss at least one of their complementary preferences with their small group members.

Now ask students to name and discuss a preference they have that may cause a values conflict if they become entrepreneurs, such as "time to relax." Ask them which of the two is most important to them. Stress the trade-offs required.

Students name and discuss one of their conflicting preferences, and determine which of the conflicting preferences is most important.

Distribute "Conflict Management", Handout 1.4, and have students role play managing conflict. Review instructions with the class.

Students complete Handout 1.4 in their small groups and prepare to discuss their answers.

LESSON PLAN #4: The Importance of Career Planning

Objective: The student should be able to recognize the importance of career planning.

Materials: Transparencies 1.3, The Baby Boom Generation; 1.4, Experience Helps Start a Business; 1.5, New Jobs Are in Small Business; 1.6, Career Changing; and 1.7, Students with a High School Education Who Started a Business; Handout 1.5, Entrepreneur's Credo.

Teacher Behavior/Student Activity

Explain the benefits of entrepreneurial career planning. Have students read "How Can Entrepreneurial Career Planning Help You?" on page 10 of the text-workbook, or you may teach the content located there.

Students read or listen about benefits of entrepreneurial career planning.

Ask students to give examples of people who are unhappy with their jobs due to poor career planning.

Students respond with specific examples.

Show transparencies that demonstrate benefits of entrepreneurship. Transparencies 1.3, The Baby Boom Generation; 1.4, Experience Helps Start a Business; 1.5, New Jobs Are in Small Business; 1.6, Career Changing; and 1.7, Students with a High School Education Who Started a Business. Explain and discuss each one.

Students view transparencies on the benefits of entrepreneurship and participate in discussion.

Have students read the common "Elements of Entrepreneurs," in the "Did You Know?" section on page 10 of the text-workbook. Ask the students to decide which of the statements surprised them based on personal experience. Discuss their impressions.

Students read the"Common Elements" section. Determine which ones were surprising to them and discuss their responses.

Utilize the"Do You Know Yourself Better Than Before?" section on page 10 of the text-workbook to summarize Section 1--Can I Be An Entrepreneur. Handout 1.5, Entrepreneur's Credo can be used to conclude this section.

Students listen to summary and read Entrepreneur's Credo--Handout 1.5.

Have students complete the Think Tank Activity on page 27 of the text-workbook to summarize what they have learned.

Students complete Think Tank Activity.

Note: Additional activities to help students develop more insight into their entrepreneurial potential are located at the end of Section 1 of the text-workbook. The answer keys are located in the back of the Teacher's Resource Guide.

Note: Introduce Section 2 of Risks and Rewards by explaining that students will be learning to assess their personal experiences, attitudes, interests, knowledge and skills for entrepreneurship. Utilize "What is This Section About?" on page 29 of the text-workbook.

LESSON PLAN #5: Examining Past and Present Experiences

Objective: The student should be able to examine past and present experiences.

Materials: Transparency 2.1, Experiences.

Teacher Behavior/Student Activity

Help students understand the meaning of experience by having them read the"What is Experience?" section on page 29 of the text-workbook, or you may teach the content located there.

Students listen or read about experiences.

Show Transparency 2.1, Experiences. Explain that they are to write down their own personal experiences which may build characteristics for success as an entrepreneur. (To help promote discussion, teacher should share with the class a personal experience.)

Students view Transparency 2.1, listen to teacher's example and, come up with examples of their own personal experiences.

Ask students to volunteer examples of events that have occurred in their lives. Comment that experiences need not always be positive situations. Discuss how these experiences may develop characteristics for success.

Students volunteer experiences and participate in discussion. Responses may include mastering a physical activity such as cross-country skiing, being able to run in a long-distance competition, membership in clubs, or holding an elected position. Experiences that can have a profound impact on an individual could also include a divorce, death in the family, illness, or an argument with friends.

LESSON PLAN #6: Evaluating Aptitudes, Interests, Knowledge, and Skills

Objective: The student will be able to evaluate aptitudes, interests, knowledge, and skills.

Materials: Handout 2.1, Profitable Interests and Handout 2.2, Visualization; Transparency 2.1, Experiences and Transparency 2.2, Aptitudes

Teacher Behavior/Student Activity

Explain that people have natural talents or inclinations for certain activities. Have students read, or you may teach the content contained in the "What Types of Aptitudes Might You have?" section on page 30 in the text-workbook.

Allow students to explore their own aptitudes by using the Visualization Activity (section 1). Follow the directions given in the script. After reading the script, distribute Handout 2.1, Visualization Questions, and have students answer the questions. You may collect the answers or discuss them in class.

Students complete Visualization Activity and answer questions from Handout 2.1 and participate in discussion.

Show Transparency 2.2, Aptitudes. Have each student select a partner (or split up into small groups) and have the student groups develop two or more examples of each aptitude listed in this section (page 30 of text-workbook). Or use Aptitude Exploration Activity on page 41 of text-workbook. Discuss these in class. Put the students' collective list on the board. This will help students compile a list of their own aptitudes to use in their personal profiles.

Students view transparency 2.2, develop two or more examples of aptitudes listed in text-workbook and participate in class discussion. Sample student responses are given on page 19 of the Teacher's Resource Guide.

Have the students fill out the Experience and Aptitude worksheet (Personal Profiles #4 and #5) on pages 31 and 32 in the text-workbook.

Students complete Personal Profiles #4 and #5.

Define interests by having students read the "What Are Your Interests?" section on page 32 of the text-workbook. Or you may teach the content contained in that section.

Students read or listen to lecture.

Lead a class discussion about interests. Distribute Handout 2.2, Profitable Interests. Have students develop a list of interests/hobbies that people have made into small businesses. Students can come up with names (examples) singly or divided into small groups. The people that students might think of can be famous individuals or people from the community, neighbors, friends, or relatives.

Students develop a list of interests/hobbies that have been made into small businesses. Record responses on Handout 2.2.

Have students fill out the Experience-Interest worksheet (Personal Profile #6) and the Interests Grouped According to Similarities worksheet (Personal Profile #7) on pages 20-21 of the text-workbook.

Students complete Personal Profiles #6 and #7.

Ask the class to tell what kinds of community, education, and on-the-job knowledge an entrepreneur might need.

Students give responses.

Have students read, or you may teach the content in the "What Knowledge Is Important to an Entrepreneur?" section on page 34 of the text-workbook.

Students read or listen.

Do the same for the "What Skills Will I Need as an Entrepreneur?" section on page 35 of the text-workbook.

Students read or listen.

Have the class discuss what potential entrepreneurs might do to obtain some of the skills they don't have.

Participate in discussion. Examples could include technical school, talking to experts and getting advice from them, talking to the competition, or college.

Have students become aware of how their experiences develop skills by completing Personal Profile #8 on page 37 of the text-workbook.

Students complete Personal Profile #8.

LESSON PLAN #7: Current Business Expertise

Objective: The student will be able to determine current business expertise.

Materials: Risks and Rewards text-workbook

Teacher Behavior/Student Activity

Conclude Section 2 of Risks and Rewards by having students read the "How Does an Entrepreneur Gain Expertise?" and "Are You Building Career Expertise?" sections on page 38 of the text-workbook. Again, you may choose to teach this section's content.

Students read or listen.

Have students complete Telephone Survey Activity (end of section) to find out what skills and expertise are important to real-life entrepreneurs. Ask that they share their responses during next class period. Students may need more than one class period to complete assignment.

Students complete telephone interviews and report findings to class.

Summarize the section. Utilize the Think Tank activity on page 55 to summarize what the students have learned.

Students complete the Think Tank activity.

Note: Additional activities are located at the end of this section in the text-workbook to reinforce the material learned in Section 2. Answer keys are located in the Teacher's Resource Guide.

Note: Introduce students to Section 3 by explaining that successful business ideas take into consideration individual needs and needs of the community. Utilize "What Is This Section About" on page 57 of the text-workbook.

LESSON PLAN #8: Identifying Types of Businesses

Objective: The student will be able to identify types of businesses related to their areas of vocational interest.

Materials: Risk and Rewards text-workbook; Transparency 3.1, Creativity

Teacher Behavior/Student Activity

Ask students: What is a business idea?

Students respond.

Have them read "What is a Business Idea?" section on page 57 of the text-workbook (or you may present the content in a lecture). Stress that the greatest growth today is in service businesses.

Students read or listen to lecture material.

Ask students to name two businesses in your community that are copies of an original idea and one business that was transplanted from another community. Examples must not be the ones given in the section.

Students give examples of businesses in the community.

Show Transparency 3.1, "Creativity", that shows the different uses for a pencil to help stimulate creative thinking.

Students view Transparency 3.1.

Have students read "Where Do You Get Your Business Ideas?" section on page 58 of the text-workbook. Impress upon students that creativity is not to be judged, because of the creative process. Allow students to practice learning how to be creative and generate ideas using the activity on page 59 of the text-workbook.

Students read material on getting business ideas, and practice this skill using the text-workbook.

LESSON PLAN #9: Business Ideas

Objective: The student will be able to identify a potential business idea.

Materials: Risks and Rewards text-workbook

Teacher Behavior/Student Activity

Have students read "What Business Ideas Can You Think of Related to Using Your Vocational Training?" on page 60 of the text-workbook. You may present this material in a lecture.

Students read or listen to lecture.

Assign Innovation Activity from text-workbook. Explain that they are to give a demonstration of their innovation. Review instructions with the class.

Complete activity and demonstrate innovation.

Have students complete the "Business Based on Your Vocational Experiences" worksheet (Personal Profile #9) on page 62 in the text-workbook. Ask students to choose the one business from all those that were generated that they would most likely start. Have them explain their choices in terms of their personal life style preferences, skills, and aptitudes (from sections 1 and 2).

Students complete Personal Profile #9 and explain their choices.

LESSON PLAN #10: Businesses Based on Interests, Skills, and Hobbies

Objective: Student will be able to identify a business you might start based on your interests, skills and hobbies.

Materials: Risks and Rewards text-workbook.

Teacher Behavior/Student Activity

Have students brainstorm five businesses they could start based on their interests, skills, and hobbies, You may use the "How Can

Interests, Skills, and Hobbies Lead to a Business Idea?" section on page 62 of the text-workbook.

Students brainstorm ideas.

Discuss the possibility of working in a business that is fun and the students' feelings about that.

Students participate in discussion.

Have students complete the "Business Based on Your Interests, Skills, and Hobbies" worksheet (Personal Profile #10) on page 63 of the text-workbook.

Students complete worksheet.

Ask students to name businesses they could start now with a little capital.

Students give business ideas.

Have students read "What Business Might You Start Someday?" section on page 64 of the text-workbook. Also, have them complete the "My Business" worksheet (Personal Profile #11).

Students complete Personal Profile #11.

LESSON PLAN #11: Business Needs of the Community

Objective: The student will be able to assess the business needs of the community.

Materials: Risks and Rewards text-workbook; Handout 3.1, A Community Study; Handout 3.2, Class Market Survey; Transparency 3.2, Market Survey; Transparency 3.3, What You Should Know About Your Competition; Transparency 3.4, Anticipated Change; Transparency 3.5, Did Not Anticipate Change.

Teacher Behavior/Student Activity

Have students read pages 66-68 in the text-workbook. Or, you may present this material in a lecture.

Students read or listen to lecture.

Ask students to contrast the market areas of a very large supermarket and a 7-Eleven in your city or town. (Relates to "Why Should You Know About Your Community?" section on page 66 in the text-workbook.)

Students participate in discussion.

Plan to take students on a field trip to the public library. Give them Handout 3.1, A Community Study, to complete. Review instructions with class. They may wish to use the Sales and Market Management's Survey of Buying Power or U.S. census data to complete this activity, so call ahead to be sure your library has it. (Relates to "How Large is Your Community?" section on page 66 in the text-workbook.)

Students complete Handout 3.1 during library field trip. Discuss findings.

Have each student survey one class in the school. Give them Handout 3.2 "Class Market Survey Worksheet." Be sure to review instructions. Have students discuss suggestions for products and services your school "market" could use. (Relates to "Why Should You Know About the People?" section in the text-workbook.)

Students complete Class Market Survey and discuss ideas for products and services.

Choose a business in your vicinity and answer each question from Transparency 3.3, What You Should Know About Your Competition in a class discussion. This will give the students direction in completing Profile 12. (Relates to "Why Should You Know About Competition?" section on page 68 of the text-workbook.)

Students participate in discussion.

Emphasize that foresight makes the difference between success and failure. (Relates to "Why Should You Know About Changes in Your Community?" section on page 68 of the text-workbook.)

Have students complete Personal Profile #12, "Market Area Changes" on page 68 of the text-workbook.

Complete Personal Profile #12.

Show Transparency 3.4, Anticipated Change, to give students examples of companies that anticipate change.

View Transparency 3.4.

Show Transparency 3.5, Did Not Anticipate Change. Ask students to surmise changes that were not successfully anticipated in each instance.

> Students view transparency and determine changes not anticipated. Sample responses are listed on page 26 of the Teacher's Resource Guide.

Divide students into small groups. Ask them to suggest ways these changes could have been successfully dealt with. (You may wish to have students give added examples of local businesses.)

LESSON PLAN #12: International Markets

Objective: The student will be able to assess the international market.

Materials: Handout 3.3, International Culture.

Teacher Behavior/Student Activity

Use materials in "Why Should You Know About Foreign Business?" on page 70 of the text-workbook as a basis for discussing opportunities for imports, exports and import replacement businesses. Discuss the growing global economy.

> Participate in discussion.

Have students complete the International Culture Worksheet (Handout 3.3).

Summarize the section by having students read "What Sort of Business Might You Start Someday?" section on page 70 of the text-workbook. Or, you may want to present this material in a lecture. Have students complete the Think Tank activity at the end of the section for review.

> Complete the Think Tank activity.

Note: Additional activities at the end of Section 3 in the text-workbook help students obtain more information on the type of business they may wish to start. More success stories and answer keys are located in the Teacher's Resource Guide.

Note: Introduce students to Section 4 by explaining they will learn to develop business skills necessary to start their own businesses through planning and goal setting. Utilize the material in the "What Is This Section About?" on page 90 of the text-workbook.

LESSON PLAN #13: Entrepreneurs and Risk Taking

Objective: The student will be able to view the entrepreneur's approach to risk taking as an "I can do it" attitude.

Materials: Risks and Rewards text-workbook; Handout 4.1, Decision Making Styles.

Teacher Behavior/Student Activity

Ask the students if they view starting a business as risky. Ask them to list what they think their risks would be. Utilize the "How Do Entrepreneurs View Risk?" section on page 90 of the text-workbook.

Students list the risks of starting a business. Examples may include lost money, feelings of failure, and lost time.

Have students write down the kinds and amounts of experiences they are gaining in their current vocational training that build expertise. (Note: You may need to give a personal example to start the discussion rolling.) Use student responses as a basis for discussion on how experiences may help develop expertise.

Students write down their vocational training experiences and participate in discussion. Examples may include organizing work tasks, planning time to meet responsibilities, and receiving technical knowledge in one's vocational area.

Have student read "Is Becoming An Entrepreneur Too Risky?" on page 91 of the text-workbook. Or, present this material in a lecture.

Students read or listen to lecture.

Give students Handout 4.1, Decision Making Styles, to help them consider the difference between risk and opportunity. Review instructions.

Students complete Handout 4.1.

LESSON PLAN #14: Decision Making Styles

Objective: Student will be able to use decision making effectively.

Materials: Risks and Rewards text-workbook; Transparency 4.1, Decision Making Styles; Transparency 4.2, Career Decision Making Steps; Handout 4.2, Short Cases of Decision Making Styles.

Teacher Behavior/Student Activity

Have students read "Why Worry About Decisions?" on page 91 of the text-workbook. Or, you may present this material in a lecture. This will introduce your students to decision making.

Students read or listen to lecture.

Ask students to list three routine decisions that they made today and one important decision that they have made in the past week (save to use in next activity).

Students list three routine decisions and one important decision. Possible answers are:

Routine: What time to get up in the morning; Who to eat lunch with; Whether or not to take part in class discussion.

Important: Whether or not to accept a job; Whether or not to attend a certain college; Whether or not to go steady.

Show students Transparency 4.1, Decision Making Styles, and discuss with the class. Detailed information on decision-making styles are found in the "How Do You Make Your Decisions?" section on page 92 of the text-workbook. Have them read the material or, you may lecture. Have students use decisions they listed previously to answer questions at the end of page 92.

Students read or listen to lecture, and answer questions on page 92.

Distribute Handout 4.2, Short Cases. Have students read and answer questions. They should be prepared to discuss answers with the class.

Complete Handout 4.2 and discuss answers.

Show students Transparency 4.2, Career Decision Making Steps, and explain the use of decision making in career planning.

Students view Transparency 4.2.

Have students complete Personal Profile #13, Career Decision Making Steps on page 93 of the text-workbook.

Complete Personal Profile #13.

LESSON PLAN #15: Goal Setting

Objective: Student will be able to understand the importance of goal setting.

Materials: Risks and Rewards text-workbook; Transparency 4.3, Goal Setting Tips; 3 x 5 cards (enough for each student).

Teacher Behavior/Student Activity

Discuss "Why Are Goals Important?" section on page 94 of the text-workbook. Have students read or, present material in a lecture.

Students participate in discussion.

Ask students to set one long-term goal and identify three short-term goals that would help them achieve their long-term goal.

Students identify short and long-term goals, such as: Buy a car: (1) get a job; (2) save money; (3) look at cars.

Have students read "How Do You Reach Your Goals?" on page 95 of the text-workbook. Or you may present material in a lecture.

Students read or listen to lecture.

Show Transparency 4.3, Goal Setting Tips, and discuss it with the class.

View Transparency 4.3 and participate in discussion.

Ask the students to generate five long-term goals based on their own desires. Ask them to rank them as follows: (1) most important; (2) important; (3) would be nice.

Students list and rank long-term goals.

Ask them to set a specific date for completion of each goal. Have each student write these goals on a card and ask where the card will be placed to keep it in view.

Students follow directions.

Take a few minutes and have the students close their eyes and imagine themselves reaching their goals.

Students use visualization process.

Remind students that goals should be revised as their needs change.

Take the process one step further by having students use their most important long-term goal (on the 3 x 5 card) and complete Personal Profile #14, Setting Personal Goals.

Complete Personal Profile #14.

LESSON PLAN #16: Resources for the Entrepreneur

Objective: The student will be able to identify resources needed to become an entrepreneur.

Materials: Risks and Rewards text-workbook.

Teacher Behavior/Student Activity

Explain to students how resources can help in the operation of their business. Utilize material in "Why Should You Begin to Build Resources?" section on page 98 of the text-workbook.

Students listen or read from the text-workbook.

Cover the types of resources listed in the "What Types of Resources Should You Begin to Build?" in the text-workbook.

Ask students to give examples of each type of resource for the specific type of business they would like to start.

Students give examples of resources.

Cover the contacts listed in the "Who Are the Contacts?" section on page 99 of the text-workbook.

Review contacts on page 99.

Instruct the students to list five contacts they would make before starting their own businesses. Use Personal Profile #15 to record answers.

Students complete Personal Profile #15.

Discuss some of the duties performed by a small business owner. (Refer to "What Do You Need to Be Prepared to Do?"; page 102 of the text-workbook.)

Participate in discussion.

Summarize the section. Refer to "Where Can An Entrepreneur Go for Assistance?" on page 102 of the text-workbook.

Have students complete the Think Tank Activity on page 119 as a summary activity for this section.

Note: Additional activities located at the end of Section 4 are designed to help students review this section on "How to Be Your Own Boss". The answer key is located in the Teacher's Resource Guide.

RISKS AND REWARDS--PROGRAM COMPONENTS

Student text-workbook
Teacher's resource guide
Set of posters

A complete program description, ordering information, and costs can be found in the Commercial Materials section of this guide.

CONTENT NOTES

Definitions, sets of concepts, and outlines are provided here to support the teaching of units in the Models for Infusing Entrepreneurship Awareness section. Content items in this section are referenced in multiple units. Other content notes, pertinent to only one model, are located in the supplement pages following that model.

Definitions

1. Entrepreneur--an individual who undertakes the organization and ownership of a business with the intent of generating (short-term or long-term) profit. The entrepreneur assumes the risk and responsibility associated with the venture.
2. Entrepreneurship--completion of the necessary actions which result in ownership and control of a business.

Characteristics of Entrepreneurs

1. Persevering. Entrepreneurs are persistent in reaching their goals. They are especially tenacious in overcoming obstacles. In addition, they are willing to work until the job is done, no matter how long it takes.
2. Never content. Once entrepreneurs achieve their goals, they begin looking for new challenges.
3. Creative. Entrepreneurs continually look for new ways to solve old problems.
4. Responsible. Entrepreneurs don't "pass the buck". They take responsibility for their decisions and actions.
5. Knowledge Seeking. Entrepreneurs want to be armed with as much knowledge as possible, especially about the internal and external variables that might affect their enterprises. Problems are thoroughly studied.
6. Goal Setters. Entrepreneurs decide where they want to go, then set out to get there.

7. Independent. Entrepreneurs want to set their own agendas and schedules. They want to make their own decisions.
8. High Personal Standards. Entrepreneurs have high expectations of themselves.
9. Confident. Entrepreneurs believe in themselves and act accordingly.
10. Moderate Risk Takers. Entrepreneurs are not typically attracted by situations where there is little chance of winning, neither are low risk situations especially appealing. They would rather seek out an opportunity which affords a reasonable chance of winning, yet still presents a challenge.

Disadvantages and Advantages of Self-Employment

1. Disadvantages

   a. Risk of losing investment
   b. Long hours
   c. Owner presence at business is usually required
   d. Uncertain income
   e. Responsibility and accountability for all areas of business

2. Advantages

   a. Being your own boss
   b. Independence and freedom over business decisions
   c. Involvement with a business that is enjoyable
   d. Chance to utilize and develop creativity
   e. Chance to create job security
   f. Chance to make more money
   g. Recognition within the community

Sample Types of Business Opportunities in Each Vocational Area

Note: The following lists are not intended to be inclusive. They were randomly generated by educators in the respective fields. Students may identify more and/or different options.

1. Agriculture Education

   a. Garden center
   b. Landscaping service

c. Florist
d. Garden supply distributor
e. Landscape design
f. Interior landscape design
g. Produce market

2. Business Services and Technology

a. Messenger service
b. Meeting planner
c. Temporary secretarial service
d. Accounting/bookkeeping service
e. Turnkey office service
f. Word processing service
g. Consulting and training for office operations
h. Software support service

3. Health Occupations

a. Medical supply distributor
b. Home-health care service
c. Long-term care center
d. Day care for seniors
e. Meals on wheels
f. Pharmacy

4. Home Economics

a. Day care
   (1) In home
   (2) Franchise
   (3) Baby-sitting service
b. Cleaning/maid service
c. Sewing and alteration service
d. Catering
e. Gourmet food shop
f. Household management consultant
g. Fashion consultant
h. Grocery shopping service
i. Home decorating center
j. Closet organization service

5. Marketing Education

a. Retail stores
b. Import/export service
c. Direct sales company

    - d. Real estate agency
    - e. Travel agency
    - f. Telemarketing company
    - g. Trade show organizer
    - h. Image consultant
    - i. Market research consultant
    - j. Marketing management consultant
    - k. Auction house

6. Trade & Industrial Education

    - a. Carpentry service
    - b. Housing contractor
    - c. Auto detailing
    - d. Auto tune-up center
    - e. Electronic repair shop
    - f. Print shop
    - g. Silk screening shop
    - h. Sign design shop
    - i. Auto repair

Selected Content Resources

The following resources are examples. Many similar publications are available which can provide additional basic content for instructors of entrepreneurship awareness:

Baumback, C. M. (1985). How to Organize and Operate a Small Business. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Elster, R. J. (1985). Small Business Sourcebook. Detroit, MI: Book Tower.

Entrepreneur Magazine's Complete Guide to Owning a Home-Based Business (1990). New York, NY: Bantam.

Hodgets, R. M. (1984). Introduction to Business. Third Edition. Reading, MA: Addison-Wesley Publishing Co.

Jenkins, M. D. & Lang, T. O. (1986). Starting and Operating a Business in Michigan. Melpitas, CA: The Oasis Press.

Kahn, S. & Philip Lief Group (1988). 101 Best Businesses to Start. New York, NY: Doubleday.

ADDITIONAL IDEAS FOR INFUSING ENTREPRENEURSHIP AWARENESS

Teaching ideas described in this section (1) can be utilized as independent activities to facilitate entrepreneurship awareness, (2) can be used to supplement the entrepreneurship awareness units detailed out in this guide, or (3) can be substituted, where appropriate, for activities in the awareness units. Some activities, which are included in the Models for Infusing Entrepreneurship Awareness, are repeated here because of their potential for independent use or interchange.

Entrepreneurship Article Assignment. Assign students to select an article in Entrepreneur, Women Entrepreneur, Inc., or Venture; read the article; write a summary; and, report their findings to the class.

Report on Entrepreneurship in the News. Assign students to look for current (or recent) news articles about entrepreneurs or entrepreneurship. Located articles should be read, summarized in writing, and findings reported to the class.

Historical Case Studies of Local Firms. Assign students to select a local company in their vocational area, research the company, and prepare a report which includes: the name of the originator(s); start-up date; original focus of the business; evaluation of the business, including major changes and events; current status of the business; and future directions.

Young Entrepreneurs Panel. Invite a group of young entrepreneurs to participate in a panel discussion in which they share their entrepreneurial experiences. Presentations by panelists should be followed by a question/answer session. See Entrepreneurship Awareness on a Tight Schedule in Models for Infusing Entrepreneurship Awareness, for guidelines.

Entrepreneurship Fair. In cooperation with other vocational (or academic) educators, organize a fair which will include entrepreneurs from a wide variety of areas. Students should select or rotate to tables, booths, or displays to hear presentations by the entrepreneurs and interact with them.

Sunday Classified Ad Search. Assign students to examine the Help Wanted Ads of a Sunday newspaper in order to identify types of business opportunities (i.e., entrepreneurial opportunities) in their vocational field. The search should identify related (suppliers, consultants, etc.) businesses as well as those specific to the field. Students should plan to share their findings with the class.

Vocational Student Organization Fund Raising Project. In preparation for a youth organization fund raiser, draw parallels to the entrepreneurial process. Introduce steps in the process and have students make their decisions at each step. See Overview of Entrepreneurship in Models for Infusing Entrepreneurship Awareness. Or, use the modified approach in Lesson Plan #3 of Brainstorming a Business, in that section, as a basis for introduction of the process.

Entrepreneur Interview. Assign students to identify and interview an entrepreneur in their vocational area. See assignment in Orientation to Entrepreneurship in Models for Infusing Entrepreneurship Awareness.

Entrepreneurship Shadowing Experience. Arrange for students to carry out, or assign students to arrange to carry out, a shadowing experience with an entrepreneur in their vocational area. See Lesson Plan #8 in Entrepreneurship Opportunity Awareness in Models for Infusing Entrepreneurship Awareness for assignment details. It is important that the experience focus on entrepreneurial aspects of the business, not on operational areas or employment opportunities.

Entrepreneur Guest Speaker. Invite an entrepreneur from your vocational area to make a presentation to the class on their experiences in acquiring, owning, and operating their business. Although the focus would go beyond types of businesses, the guidelines would be essentially the same as the Guidelines for Presenters located in the Entrepreneurship Opportunity Awareness unit in Models for Infusing Entrepreneurship Awareness.

Field Trip Into the Business Community. Organize a field trip which will enable students to identify the types of businesses in their vocational field and related (suppliers, etc.) businesses. The tour may include brief visits, however, the emphasis should be on finding examples of self-employment opportunities in the field rather than on business operations.

Entrepreneurship "Shows". Organize students into groups to create presentations for elementary and junior high school students which teach what entrepreneurship is about. These "shows" should involve the development of a skit, puppet show, song and dance routine, etc. along with a narrative. Arrangements should be made with teachers in local schools to carry out the performances. In the process of creating and putting on the "shows", students will develop their own awareness of entrepreneurship.

Entrepreneurial Summer Ventures. Initiate a discussion of mini-businesses students can engage in during the summer (or after school). After identifying examples (baby-sitting; cutting lawns; washing cars; pet sitting; giving music, voice, or sport lessons; house cleaning; etc.) correlate the steps in creating those businesses to creating a full-fledged business. See Lesson Plan #3 in Brainstorming a Business for Models for Infusing Entrepreneurship Awareness for a modified version of the process which would be appropriate to this activity.

Entrepreneurs Association Meeting. Entrepreneurs associations or clubs are beginning to appear in some areas. If there is an association in your area, arrange for students as a total group, or in small groups, to attend a meeting. These meetings usually include a social hour and dinner as well as a program. Since the programs often address very specific issues, the opportunities to interact with the entrepreneurs may be the most beneficial part of the meeting for developing awareness.

Entrepreneurship Quiz Bowl. After teaching an entrepreneurship awareness unit: (1) Have students develop review questions on 3 x 5 cards. Since a large number of questions will be needed, similar questions should not be discarded. (2) Divide students into teams of three or four. Appoint a moderator to ask questions and a timekeeper. Explain the process and the rules. (3) Conduct a competition in which sets of two teams will compete against each other. After the question is read, the first team to signal has the first opportunity to answer. Team members can confer before answering. If they cannot answer in ten seconds, or cannot answer correctly, the question goes to the other team. For each correct answer an "entrepreneurial attribute" card is awarded. The team with the most "entrepreneurial attributes" at the end of five minutes is awarded $5,000 in mock money (to help finance their enterprise) and advances to the next round. The winner of the final round receives an additional $50,000 in mock money.

Franchise Exposition. Once or twice a year franchise associations hold expositions in metropolitan areas. These expositions include exhibits by franchisors and rotating information sessions about buying, owning, and operating a franchise. Arrangements can be made for students to attend these events as a group or they can be assigned to attend individually. There is a small registration fee.

Young Entrepreneurs' Club. Organize a club (within the vocational area or general school population) for students interested in the idea of entrepreneurship. Hold monthly meetings which feature successful entrepreneurs or resource people (bankers, accountants, etc.). Many of the ideas described in this section could be utilized as club activities.

Entrepreneurship Awareness T-Shirts. Arrange to have t-shirts imprinted with slogans such as "I Am A Future Entrepreneur" or "Entrepreneurship--Think About It". Make these t-shirts available for sale, or free, to your students during the entrepreneurship awareness unit. Two possible spin-offs of this idea are: (1) Have students design the t-shirts in conjunction with the awareness unit. (2) Have students sell the shirts (your design or theirs) as a fund raiser.

School Librarians. Request the purchase of biographies of successful entrepreneurs, entrepreneurship periodicals (Entrepreneur; Entrepreneurial Woman, Inc.; Venture), and other entrepreneurship materials. When books and other materials are available, ask the librarian to run a promotion (bulletin boards, displays, announcements, flyers, etc.) on entrepreneurship.

Note: Money is often available through school libraries to purchase the type of materials listed in the Commercial Materials for Infusing Entrepreneurship Awareness section of this guide. Such materials would be a holding of the library, however, they would be available for your use.

Research Report. Assign students to research and write a paper on entrepreneurship as a career option. The assignment could have a generic entrepreneurship focus or could be specific to the vocational area.

Comic Book. Assign students to create a comic book which illustrates what entrepreneurship is, the characteristics of entrepreneurs, advantages and disadvantages, types of self-employment in the students vocational area, etc. Upon completion, students can "trade" comic books. As an additional step, a competition might be held with students selecting the best product. The winning comic book could then be reproduced and disseminated to selected elementary or junior high school classes.

Television Program Observation. In some areas, "American Entrepreneur", a 30-minute TV program which highlights the stories of successful entrepreneurs, appears regularly. If the program is available in your area, assign students to view a segment and be prepared to report their impressions of featured entrepreneurs.

COMMERCIAL MATERIALS FOR INFUSING ENTREPRENEURSHIP AWARENESS

Commercial materials described in this section are those which deal specifically with entrepreneurship awareness. For those materials which go beyond awareness, only the awareness segments are identified. Cost and ordering information accompanies each entry.

PACE

Program for Acquiring Competence in Entrepreneurship, (PACE), is an individualized competency-based entrepreneurship curriculum. Eighteen modules make up PACE and are offered at three levels. Level one is for students who have little business background. The first two modules are specifically designed to teach entrepreneurship awareness: "Understanding the Nature of the Small Business" and "Determining Your Potential As An Entrepreneur".

Instructions call for mixing and matching components of PACE to use as a complete curriculum or in combination with other activities or resources. In addition to the individual modules, PACE also contains instruction guides, a comprehensive resource guide, and certificates of completion.

SOURCE:

The National Center for
Research in Vocational Ed.
The Ohio State University
Publications Office
1900 Kenny Road
Columbus, OH 43210-1090

PRICE:

Entire Set	$120.00
Each level	$ 45.00 (each)
Modules separately	$ 2.50 (each)
Modules set only	$ 35.00

Risks and Rewards of Entrepreneurship

This textbook/workbook module is designed for use in secondary vocational education programs. The materials are designed for individualized instruction, but may be customized for use with other methods of instruction.

BEST COPY AVAILABLE

The Risks and Rewards module consists of four major sections that allow students to explore the possibility of owning a small business. The various activities guide students in examining their own personal characteristics and determining their self-employment potential. The four major sections are:

Can I Be An Entrepreneur?

What Experiences Have I Had?

What Type of Business Could I Start?

How Can I Prepare To Be My Own Boss?

Each section contains a brief introduction, specific learning objectives, practice activities, case studies (of young entrepreneurs) and a personal profile worksheet.

A Teacher's Resource Guide is also available that supplies suggestions on teaching approaches, additional student activities, handout and transparency masters, and ideas for curriculum planning.

SOURCE:

EMC Publishing
Changing Times Education Service
300 York Avenue
St. Paul, MN 55101
Toll free: (800) 328-1452

PRICE:

Copies of the student text-workbook	$ 7.95 (each)
Teacher's Resource Guide	$19.00
Set of Posters	$39.00
Teacher's Set (includes student text-workbook, teacher's resource guide and set of posters)	$59.00

Dare to Dream

Dare to Dream is a student manual to be used in teaching entrepreneurship as a career option. The purpose of the manual is to have students learn all about entrepreneurship and entrepreneurs--who they are and why they are important to society. Students discover the personal characteristics of entrepreneurs and the types of businesses they choose. After reading about several entrepreneurs, students are asked to determine if they possess those same qualities.

The Dare to Dream manual is a competency-based, individualized instructional program. Following, are the seven major sections of the module that cover various topics on entrepreneurship:

What Is An Entrepreneur?

Why Study Entrepreneurship?

Tips To Entrepreneurial Terminology

Learning About Small Business

Could You Be An Entrepreneur?

"Help," Where Can I Learn More?

Dare To Dream

Each section begins with a list of learning objectives and concludes with performance activities that test comprehension.

An Instructor's Resource Manual is available for use with the student manual. This unique manual provides background information and learning activities designed specifically for the teacher with little or no previous experience in teaching entrepreneurship. Additional resources are listed following the learning objectives stated at the beginning of each section. Transparency masters and a self-directed search activity may be used at the instructor's discretion.

SOURCE:	PRICE:
State of Florida Department of Education Tallahassee, FL (904) 488-0400	$10.00

E.T.C.--Entrepreneurship Training Components

These materials are targeted toward secondary vocational education students. E.T.C. materials consist of the following components:

Handbook on Utilization--a guide providing directions in use of the project materials.

Resource Guide--a guide to general and business-specific resource identified by the project.

Core Module: "Getting Down to Business: What's it all About?" an introduction to the career option of owning a small business; consists of a student module and a teacher guide.

Thirty-five business-specific modules--each business-specific module introduces students to the career option of owing specific small businesses related to the seven major vocational education disciplines; includes a student's and a teacher's manual for each discipline.

SOURCE:	PRICE:
The Vocational Studies Center University of Wisconsin-Madison 1025 W. Johnson Street Madison, WI 53706 (608) 263-4347	$200.00 for 36 module set

Entrepreneurship Education

This three-volume curriculum guide is made available through The Illinois State Board of Education. The guide is targeted for vocational and technical education students at the advanced secondary and adult levels. Entrepreneurship Education is a comprehensive program that covers many aspects of entrepreneurship, many of which may be applied to other areas of a student's life.

Volume I--Entrepreneurship Education: Learning the Skills

An awareness program; identifies the skills necessary for effective entrepreneurs including decision-making, innovation, planning and goal-setting, and risk-taking.

Volume II--Entrepreneurship Education: Applying the Skills

Demonstrates applying entrepreneurship skills to self-employment. Makes extensive use of projects involving community resource people.

Volume III--Entrepreneurship Education: Supplementary Readings

Contains student readings and additional resource materials.

All three volumes are fully integrated and are designed to complement each other. Complete lesson plans are included along with learning objectives, required materials, classroom activities, and out-of-class assignments. Transparency masters and handouts are conveniently located at the end of each section.

SOURCE:	PRICE:
Curriculum Publications Clearinghouse	$25.00 for set
76 B Horrabin Hall	$12.50 Volume I
	$ 7.25 Volume II
Western Illinois University	$ 8.00 Volume III
Macomb, IL 61455	
(309) 298-1917	

MIRACLE: MAKING IDEAS REALITY ALLOWING CREATIVE LEARNING IN ENTREPRENEURSHIP

An easy to use guide for teaching entrepreneurship awareness to high school students. The Guide MIRACLE is an overview curriculum with many ideas that could be taught in just eight lessons or could be taught in depth using a longer time span. You may choose what is appropriate for your students. Lessons include: (1) Entrepreneurship-Why? (2) Is It For You? (3) Careers or Jobs That Lend Themselves to Entrepreneurship, (4) Going Into Business, (5) Making My Business Profitable, and more!!

This guide has lesson plans, resource lists, suggested videotapes, student activities, bulletin board ideas, suggested SBA pamphlets and more other resources.

SOURCE:	PRICE:
Gerrie Miracle	$39.95
461 Richwood Road	$ 5.00 s/h
Walton, Kentucky 41094	

I Can Do It

"The American Entrepreneur Series"

The I Can Do It film series was developed with the support of the National Federation of Independent Business Research and Education Foundation. The film series consists of a collection of three films that explore the advantages and disadvantages of starting and operating a small business. Three successful entrepreneurs take the viewer on a tour of their business as they explain how they have turned dreams into reality. Each entrepreneur has a slightly different focus.

Ed Lewis tells of how he began his own printing company. He examines the characteristics of entrepreneurs and the pros and cons of small business ownership.

Judy Wineland explains how she unexpectedly turned an adventure vacation into an entrepreneurial opportunity.

Stew Leonard enthusiastically shows how he capitalized on bad luck and is now the owner of one of the largest dairy stores on the East Coast.

The film series is ideal for generating enthusiasm and interest in entrepreneurship. A Teacher's Guide accompanies the film series and provides learning objectives and unit activities to supplement each story.

The films are designed to be used in sequence, however, they may be used individually if preferred. Each unit requires approximately one hour to complete. Time will vary depending upon the previous experience of students and the use of selected learning activities.

Material is available individually or in sets. Your choice of videotape or film format.

SOURCE:
Direct Cinema Limited
P. O. Box 69589
Los Angeles, CA 90069
(213) 656-4700

PRICE:	
Rental 16mm film	$ 65.00
Purchase 16mm	$795.00
Beta or VHS	$150.00

Brainstorming Business Ideas for the Eighties--Part II

This video presents Dick Goldberg as he proctors a brainstorming session with entrepreneurs Tom Holter, Sue Lin Gen, and Len Mattiolo. These entrepreneurs identify possible business ideas for the eighties. The list of ideas generated includes:

Discount Dog Food or Pet Food Store
Balloon Bouquets
Thrill Business

Chauffeur Service
Meals on Wheels
Room Service

The ensuing discussion centers around the one business idea with the most potential. A helpful evaluation of the advantages of owing this type of business emphasizes the thinking process necessary for developing a successful business idea. This tape is useful for developing entrepreneurship awareness.

SOURCE:	PRICE:
NIMCO National Innovative Media Co. Route #2, Box 301B Calhoun, KY 42327 1-800-962-6662	$199.95

Teenage Entrepreneurs--Part 1

That Teen Show

This 27 minute video is guaranteed to spark the interest of secondary level students and college students alike. It has a high-tempo presentation that focuses on successful teenage entrepreneurs. Tom Caravel of ice cream topping fame, talks about how he started his business. The second half features a well-known teenage actor interviewing professors and student entrepreneurs from several colleges to present their views on entrepreneurship. Discussions cover topics concerning the advantages of entrepreneurship, marketing techniques, on-the-job training, and more.

This video concludes with an entertaining music video featuring the Bus Boys--appropriately titled "The American Worker".

SOURCE:	PRICE:
NIMCO National Innovative Media Co. Route #2, Box 301B Calhoun, KY 42327 1-800-962-6662	$89.95 plus 10% shipping

Entrepreneurship . . . A Vision for Everyone

This 25-minute video tape explores entrepreneurship as a viable career option. Several graduates of vocational education programs discuss their own successful business ventures. Each entrepreneur talks about how they began their business and why they feel they are successful. This tape promotes both entrepreneurship education and vocational education. (Also an excellent tool for teacher in-service and student recruitment.) Students can listen to individuals, not much different from themselves, discuss how to turn visions into reality. Excellent as an introduction or conclusion activity for entrepreneurship awareness.

The video comes with a list of questions to motivate classroom discussions, important information regarding entrepreneurs, and transparency masters.

SOURCE:	PRICE:
Center on Education and Training for Employment The Ohio State University 1900 Kenny Road Columbus, OH 43210 (800) 848-4815	$49.50

Entrepreneurship: Challenging Classroom Creativity

This video and notebook package is a useful resource for teachers who are planning to infuse entrepreneurship awareness into their programs. The tape begins with a discussion of the current emphasis on entrepreneurship education, and its importance in the future of our society. Cathy Ashmore talks about a model for infusing entrepreneurship education into the high school curriculum. The major portion of the videotape highlights various schools that have successful entrepreneurship education programs. Students are seen participating in exciting entrepreneurship education activities. And program instructors provide commentary on their approaches to teaching entrepreneurship.

Several ideas for teaching entrepreneurship awareness are presented in the video. Utilization of some commercial programs, listed in this section, is also discussed. The notebook provides a written guide to those programs overviewed in the video.

SOURCE:
Center on Education and
Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210
(800) 848-4815

PRICE:
$49.50

MASTER CURRICULUM GUIDE: ECONOMICS AND ENTREPRENEURSHIP

A complete guide to entrepreneurship in relation to economics. The focus of this material is to develop student's enterprise skills through entrepreneurship awareness. Economic concepts and entrepreneurial skills are developed as they apply to one's life. Detailed lesson plans including objectives, materials, procedures, and activities are provided. Also a section with suggestions on how to improve teacher effectiveness is included.

SOURCE:
Joint Council on Economic Education
432 Park Avenue South
New York, NY 10016

PRICE:
$21.95

OPEN FOR BUSINESS

A hit on public television, this entrepreneurship series is now available in six (6) half-hour video programs. Famous entrepreneurs such as Wally Amos of Famous Amos Cookies, Frank Perdue of chicken fame, and Mary Kay Ash, founder of Mary Kay Cosmetics, give practical advice about starting and running a business. Other, less well-known entrepreneurs share their business experiences and ideas. As they meet entrepreneurs on videotape, students: (1) become aware of entrepreneurship as a career option, (2) gain an understanding of the essential concepts of entrepreneurship, and (3) acquire technical information about market analysis, business planning, financial management, and general business management techniques.

For each half-hour videotape program, the Student Manual presents preview and review activities, objectives, program highlights, and a glossary. Included also is a Teacher's Manual and Key with answers to all activities; a list of resources; and a final exam and key.

SOURCE:	PRICE:
Glencoe/McGraw-Hill Order Department 13955 Manchester Road (800) 33 GREGG	Complete Set $198.00 909303-5 Student Manual $3.87 040758-4 Demo Video $ 50.00 040759-2

BUSINESSHIP

Businesship introduces students to entrepreneurship by utilizing THE BUSINES$ KIT. This total curriculum program is endorsed by the National Foundation for Teaching Entrepreneurship. The Business Kit contains everything a kid (or anyone else) needs to know about creating and operating a profitable business. Materials come in a professional attache-style case and include classroom activities, an audio tape: "The Buck Starts Here!", Business Kids membership (an organization for young entrepreneurs) a newsletter, and even a calendar, pen, and stationery.

Instructors are able to use materials for awareness only or take the process a step further. Provided is an instructor's guide with competency based performance objectives. Plus everything you need to introduce entrepreneurship as a career choice:

Preplanning activities
Tips for involving and identifying community experts
Sources for easily accessed information
How to obtain free resources
Exciting classroom and outside activities
Transparencies that teach and entertain
AND optional evaluation activities

Classroom instruction can vary from as little as five hours to a full semester. Kits are individualized and can be completed with little supervision. Actual time depends upon how it is to be utilized--infusion into an existing course, a unit of instruction, or an after school activity. it can be lengthened or shortened using suggestions in the instructor's guide.

SOURCE:	PRICE:	
Business Kids P. O. Box 149003 Coral Gables, Florida 33114-9003 (800) 852-4544	Business Kit Teacher's Guide	$49.95 plus s/h $39.95 plus s/h

BE ALL THAT YOU CAN DREAM

Instructions are provided for conducting an all-day workshop on entrepreneurship awareness. The workshop guides participants through decision making, writing, and hands-on activities to experience the operation of a small business in a small group environment. The workshop begins with the premise that a mall is to be built in the local area. Participants are then asked to serve as consultants in developing stores for this business venture.

During the course of the workshop, students: are introduced to entrepreneurship as a career option; develop insights into management decisions that result in positive employee characteristics; introduced to factors involved in owning and operating a business; develop an interest in an entrepreneurship education course; and provided with realistic business situations to practice group decision making and problem solving techniques.

The all-day workshop format is optional. The same concepts have worked in a wide variety of classroom situations. The possibilities are limited only by your creativity. The workshop materials are available as part of a new package of materials entitled "The Entrepreneurial Spirit".

SOURCE:	PRICE:
Center on Education and Training for Employment The Entrepreneurship Program The Ohio State University 1900 Kenny Road Columbus, Ohio 43210 (800) 848-4815	To be announced

WE MEAN BUSINESS: AN ADVENTURE IN ENTREPRENEURSHIP

An exciting board game ideal for introducing entrepreneurship. The objective of the game is for one player to successfully operate a business. Students select a type of business they would like to operate and proceed around the board as they plan and make various business decisions. The successful player will end up making a profit and operating "In the Black". Students will gain insight into the world of entrepreneurship and learn about planning and decision making as they play the game. A colorful playing board along with all necessary equipment, including detailed game instructions, are provided. Playing time is approximately 1-2 hours which may require more than one class period.

The game can be used alone, but will probably be more effective as part of a unit on entrepreneurship. Sample lesson plans are included along with suggestions on how to incorporate game play into an entrepreneurship awareness unit.

SOURCE: PRICE: $23.95

Ross Creations
200 East St. Elmo Road
Austin, Texas 78744
(512) 385-4680

This section is based, in part, on descriptions of commercial instructional resources which appear in An In-Service Guide for Entrepreneurship Education in Illinois, developed by Dr. E. Edward Harris, Illinois Institute for Entrepreneurship Education, Northern Illinois University.

SELECTED BIBLIOGRAPHY

The publications listed in this selected bibliography were chosen for their potential to assist vocational educators who are preparing to infuse entrepreneurship awareness into their programs. Some of the writings provide ideas for infusing entrepreneurship awareness, others offer a content base for teaching at the awareness level, and still others serve to clarify the role of awareness in entrepreneurship education.

Ashmore, M. C. (1987). Entrepreneurship as a Career Choice. Columbus, OH: Ohio State University.

Guide provides basic materials for instruction in the early stages of the Lifelong Model. Includes case studies of successful entrepreneurs with a vocational education background.

Ashmore, M. C. (1983). Entrepreneurship Education: Vital for Everyone. Business Education Forum, 37, 25-27.

Entrepreneurship education is a three-step process: providing an awareness level in early vocational programs, an exploration and creativity approach on advanced secondary and post-secondary levels, and a preparation and problem-solving approach for those ready to start a business.

Ashmore, M. C. (1989). The Power of the Entrepreneurial Vision. Vocational Education Journal, 64(8), 28-29.

There is an opportunity for success in business without a college degree. Entrepreneurship education should be a part of the curriculum of every vocational program. Students should learn that being one's own boss is a very real option.

Berns, R. E. (1986). Entrepreneurship for a Day. IDEAS for Marketing Educators, 1(1), 13.

Provides a creative way to deliver entrepreneurship instruction by shadowing a small business owner for a day.

Discusses advance planning, benefits, and evaluation of the experience for the student and business person.

Braden, R. P. & Remzi, K. (1985). Owning and Operating a Small Business. A Guide for Industrial Cooperative Training Programs. Learning Activity Package No. 14. Blacksburg, VA: Virginia Polytechnic Institute and State University. (ERIC Reproduction Service No. ED290037).

Activity package on starting a small business. Aids students in learning about their attitudes and abilities as well as about the basics of running a small business.

Buying a Piece of the Action: Franchises (1989, January/February). New Dimensions. Official DECA Publication, 16-17. (Excerpted with permission from Changing Times, September 19, 1987).

How franchisors "market" their package. Tips on what to look for, things to be wary of such as necessary capital investment, rewards, what is required of the prospective buyer.

Chugh, R. L. & Gandhi, P. P. (1987). North Country Successes: Case Studies of Successful Entrepreneurs in the ANCA Region. Lake Placid, NY: Adirondack North County Association).

This study identifies the characteristics of both successful small businesses and their entrepreneurial owners in a fourteen county area of the Adirondack North Country Association (ANCA). Reports results of 100 survey respondents, bureaucratic hurdles at the state and local levels, inadequate access to capital as barriers to success.

Duffley, J. H. (1983). Important Business Competencies for the Woman Entrepreneur. Business Education Forum, 37, 31-33.

Reports on a survey of 106 female entrepreneurs in Kansas. Responses indicated characteristics of women business owners, ranking of various competencies, attendance in past educational programs, and current educational needs.

Fann, G. (1987). Role Models for Future Women Business Owners. Business Education Forum, 41, 12-14.

Discusses ways that female role models for business women/owners can be integrated into the secondary classroom.

Franchising ABC'S. (1989, January/February). New Dimensions. Official DECA Publication, 15. (Copyright 1988. USA TODAY, reprinted with permission).

Answers "What is a franchise," and discusses product or trade name franchising, and business format franchising. Outlines franchise advantages and disadvantages and future outlook.

Goetting, M. A. & Muggli, F. Y. (1988). Made in Montana: Entrepreneurial Home Economics. Journal of Home Economics, 80, 7-10.

Reports results from a survey of thirteen Montana home economists who each started a small business. Information is included on types of businesses the women had started, income, personal characteristics, reasons for starting a business, impact on family, marketing, obstacles to success, and resources.

Goodman, R. (1989, January). Use Fundraisers to Teach Entrepreneurship. Michigan Marketing Educator, 5.

Discusses Perry High School's fundraising activities used to teach entrepreneurship. Suggests teaching strategies to set up dynamics of "small business" within each activity, to maximize student experiences.

Herschelmann, R. (1989, January). Is Entrepreneurship Well and Alive in Your ME Classroom? Michigan Marketing Educator, 4.

Discusses DECA social events and program open houses as vehicles for teaching entrepreneurship, reaching ME program target markets, and providing mini-entrepreneurship experiences.

Hoff, R. (1989, January/February). The Entrepreneur. New Dimensions. Official DECA Publication, 10.

Do you as a student have the entrepreneurial spirit? Find out about business basics, capital, forecasting, and your EQ--Entrepreneurial Quotient.

Hoge, C. C. (1989, January/February). How to "Out Compete" Anyone. New Dimensions Official DECA Publication, 13.

Helps students "find the right opportunity" then "out-compete" the competition. Uses moonlighting entrepreneur, Aaron Montgomery Ward, as an example of great planning and promotion.

Kohns, D. (1985). Entrepreneurship: An MDE Opportunity. Marketing Educators News, 4(3), 10-11, 19.

Describes entrepreneurship activities and projects to use in classroom; historical case studies; planning/design of class business projects, including layout plans.

Lessem, R. (1984). Getting into Self-Employment. Management Education and Development, 15, 29-54.

This paper is divided into three parts. The first part considers a range of options from which self-employment can be created; the second considers the personal, social, and economic changes involved in going out on your own; the third reviews the key steps involved in starting a business.

Lipper, A. (1987). If Constructively Creative Divergent Thinking Equals Entrepreneur . . . How Can We Help Create More of Them? Journal of Creative Behavior, 21(3), 214-218.

Discusses activities to develop creating thinking and an understanding of basic business principles in order to help encourage entrepreneurship.

Longenecker, J. (1983). Rewards and Opportunities for Successful Entrepreneurs. Business Education Forum, 37, 27-19.

Among the rewards for entrepreneurs are money, independence, and a satisfying way of life. A variety of opportunities exist for those with the vision, ingenuity, and courage to exploit the potential of the market place.

Miles, M. R. & Frank L. (1984). World of Work: Employment and American Economic System. Columbia, SC: South Carolina State Department of Education.

Contains activities for teaching students about employment, rewards of work, American economic system, and free enterprise. Designed for use in four to six periods in classes in prevocational education. Sets goals and objectives.

Ohio Entrepreneurship Education Grant Winners Showcase. (1988). Columbus, OH: Ohio State University. (ERIC Reproduction Service No. ED297166.)

Contains 80 descriptions of grant-winning entrepreneurship education programs offered in Ohio public schools. Among the programs represented: Young entrepreneurs conferences, teacher inservices for entrepreneurship infusion strategies, community-based entrepreneurship promotion programs, and various guest speaker programs.

Scott, J. C. & Steele, W. A. (1983). Understanding the Entrepreneurial Personality: Research Synthesis and Teaching Strategies. Marketing and Distributive Education Digest, 9(1), 13-21.

Identifies personality characteristics of successful small business entrepreneurs and strategies teachers can use to help students determine their potential.

Smith, C. & Milhalavich, R. (1983). Starting and Managing Your Own Business in the 80's. Marketing and Distributive Education. Entrepreneurship Instructor's Guide. Sedalia, MO: State Fair Community College. (ERIC Reproduction Service No. ED234237)

An instructor's guide that is useful for a seminar designed to recognize the personal characteristics and skills necessary for entrepreneurship. The guide also includes materials regarding the obstacles of beginning a new business.

Solomon, G. T. (1989). Entrepreneurs: What They're Really Like. Vocational Education Journal, 64(8), 42-44.

Discusses importance of special preparation for entrepreneurs and knowing how important they are to the economy. Describes the characteristics of entrepreneurs.

Solomon, G. T. & Winslaw, E. K. (1988). Toward a Descriptive Profile of the Entrepreneur. Journal of Creative Behavior, 22(3), 162-171.

Sixty-one entrepreneurs were interviewed concerning their reasons for starting their own businesses, advantages of entrepreneurship, risk taking and advice to potential entrepreneurs.

To ensure educational equity, this material has been reviewed to eliminate bias or stereotyping.

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. it is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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